

Hawaii's Workforce Development in 2005: Stepping Stones to 2006

2006 Report to the Governor



December 2005

Hawaii Workforce Development Council

Hawaii's Workforce Development in 2005: Stepping Stones to 2006

2006 Report to the Governor

December 2005

Hawaii Workforce Development Council

THE HONORABLE LINDA LINGLE
GOVERNOR, STATE OF HAWAII

NELSON B. BEFITEL
STATE OF HAWAII DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

HAWAII WORKFORCE DEVELOPMENT COUNCIL

Members

Gregg Yamanaka, Chair
Todd Apo
Marcia Armstrong
Gladys Baisa
Jeff Bloom
Jonathan Chun
Will Espero
Michael Fitzgerald
Alan Garson
Signe Godfrey
Erwin Hudelist
Michael Kahikina
Corianne Lau
Denis Mactagone
Stephen Metter
Scott Nishimoto
Darnney Proudfoot
James Tollefson
Norman Sakamoto
Winona Whitman
Gary Wiseman
Glenn Yamasaki Kimura

President & Chief Learning Officer, TeraBiz
Vice-President, Ko Olina Community Association
UHPA; Med.Lab.Tech.Program Dir., KCC (Labor)
Exec. Dir., Maui Economic Opportunity, Inc.
President & Owner, CTA
Attorney, Belles, Graham, Proudfoot & Wilson
Hawai'i State Senator
President & CEO, Enterprise Honolulu
President, G & G Consultants, Hawaii WIB Chair
President, Olsten Staffing Services
President, Hagadone Printing
Member, Hawaii House of Representatives
Attorney, Alston Hunt Floyd & Ing
Sr. Service Rep, Hawaii Carpenters Union Local 745
CEO, MW Group
Member, Hawaii House of Representatives
Vice President, Kauai Island Utility Coop
President & CEO, Chamber of Commerce of Hawaii
Hawai'i State Senator
Dir., Dept. of Employment & Training, ALU LIKE, Inc.
Executive Director, Associated Builders & Contractors
Vice President, Bank of Hawaii; Maui WIB Chair

Ex Officio Members

Linda Lingle, Governor
Alan Arakawa, Maui Mayor
Mufi Hannemann, Honolulu Mayor
Nelson B. Befitel, DLIR Director
Dr. David McClain, UH President
Patricia Hamamoto, Superintendent
Lillian Koller, DHS Director
Ted Liu, DBEDT Director

Designees

Lester Nakamura
JoAnn Inamasu
Deborah Morikawa
James Hardway
Michael Rota
Katherine Kawaguchi
Garry Kemp
Robert Shore

Staff

Ann Yamamoto, Executive Director
Dorothy Bremner, Employment Analyst
Carolyn Hildebrand, Employment Analyst
Teresa Whelley, Employment Analyst
Audrey Yasutake, Secretary

LINDA LINGLE
GOVERNOR



GREGG YAMANAKA
CHAIRPERSON

ANN T. YAMAMOTO
EXECUTIVE DIRECTOR

STATE OF HAWAII
WORKFORCE DEVELOPMENT COUNCIL
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
830 Punchbowl Street, Room 417
Honolulu, Hawaii 96813

December 2005

The Honorable Linda Lingle
Governor, State of Hawaii
State Capitol
Honolulu, Hawaii 96813

Dear Governor Lingle:

I am pleased to transmit the Workforce Development Council's *2006 Report to the Governor*. Last year the Council recommended for your consideration, actions and policies to address the long-term labor shortage facing the State and the need to improve the preparedness of Hawaii's workforce. This year, we report the progress of the many workforce partners whose activities and initiatives have been moving those recommendations forward. These partners from all over Hawaii have been generous in providing the data and information for this report.

Sincerely,

A handwritten signature in cursive script, reading "Gregg Yamanaka".

Gregg Yamanaka
Chair

Recent Publications of the Workforce Development Council

WIA Title I-B Annual Report (2004-2005), October 2005

Hawaii State Plan for Title I-B for the Workforce Investment Act and the Wagner-Peyser Act, July 2005

WIA Implementation (2003-2004), December 2004

Hawaii's Workforce in 2005: Addressing the Labor Shortage and Improving the Pipeline, December 2004

Hawaii's Workforce System: Actions and Alignments, December 2003

Workforce Development Council's web site: <http://hawaii.gov/labor/wdc/index.shtml>

Photo Credits

Cover Photo Credit: Dan Kinoshita, All Rights Reserved

Awaawapuhi Valley on the Island of Kauai

Hawaii County Workforce Investment Board – page 5

Aloha United Way, Born Learning – page 10

Oahu Work Links – page 13 and job fair on page 17

Career Kokua, Department of Labor & Industrial Relations – page 14

Research and Statistics, Department of Labor & Industrial Relations – publication cover on page 17

Table of Contents

Introduction	1
I. Today's Workforce and Economic Situation	2
II. Progress in Implementing the Council's Recommendations	4
Worker Supply	4
Move poorly educated into the workforce	4
Move rural residents into the workforce	5
Move TANF clients into the workforce	6
Move people with disabilities into the workforce	7
Move ex-offenders into the workforce	7
Move recovered substance abusers into the workforce	8
Help immigrants succeed in the workforce	8
Retain older workers and attract retirees into the workforce	8
Improve quality of life	9
Worker Preparation	10
Boost family literacy and increase parenting education	10
Increase pre-K participation	11
Match youth with business for experiential work-based learning	11
Work readiness credential	12
Expand participation of youth and adults in post-secondary education	12
Upgrade incumbent workers	13
Keep post-secondary education up-to-date	14
Financial literacy	14
Facilitate lifelong career planning	14

Shortages in Occupations	15
Teachers	15
Nurses and other healthcare workers	15
Construction workers	16
Law enforcement personnel	17
Planning Data	18
Efficiency	20
III. Analysis of Expenditures	21
Overview	21
Workforce Expenditures for People with Disabilities	24
Workforce Expenditures for Immigrants	28

APPENDIXES

A. Inventory of Workforce Development Programs	37 pages
B. State of Hawaii Workforce Development Strategic Plan	7 pages

TABLES

1. 2004-2005 Spending by Government-Funded Education and Workforce Development Programs	21
2. Detail of Workforce Programs' Spending, 2004-2005	22
3. Disability Status of the Civilian Non-Institutional Population, State of Hawaii (2000)	24
4. Individuals Being Served by DVR, By Their Impairments, as of 9/30/05	25
5. Employment Status of the Civilian Non-Institutional Population, Ages 21-64, State of Hawaii (2000)	26
6. Difference in Population (Race alone or in Combination) of Hawaii 1990 to 2000	29
7. People of Hawaii	29
8. Providers of Immigrant Services	31

Hawaii's Workforce Development in 2005: Stepping Stones to 2006

Introduction

The Governor's Workforce Development Council ("WDC") has two major missions:

1. Help ensure the development of an educated and qualified workforce for Hawaii's future, and
2. Oversee, coordinate and monitor the federal Workforce Investment Act ("WIA") and similar programs.

The Council, appointed by the Governor, is business-led and committed to providing direction to the State's workforce development efforts and encouraging the best use of the resources targeted to workforce development.

The challenge of building a skilled and competitive workforce for Hawaii is a pivotal issue for the future of the State's economy.

It is clear that the fundamental ingredient for a competitive economy in the 21st century will be an equally competitive workforce. However, as baby boomers leave the labor force, an

emerging, nationwide labor shortage means that Hawaii can no longer count on simply "importing" the skills and talents that 21st century business demands. As this report shows, the Council is working with its many partners in the training sector, education and economy development to make the most of Hawaii's home-grown workforce potential.

Specifically, Section I presents a brief update on the workforce and economic situation in 2005. Then Section II looks at progress made in 2005 towards achieving the recommendations presented both in last year's report and in Hawaii's Strategic Workforce Development Plan. While the Council can lay out a conceptual plan and make recommendations, the actual design and delivery of programs and services are dependent on the work of many other groups and individuals. It is the myriad of their workforce development activities that Section II features.

Section III focuses on the Council's oversight of workforce programs, which amounted to about \$85 million in FY 2005. Detail on these, as well as formal educational, programs is displayed in Appendix A.

A key WDC mission is to ensure an educated and qualified workforce for Hawaii's future.

Section I

Today's Workforce and Economic Situation

Address these workforce barriers

Public/private partnerships formed in Hawaii to identify and solve the workforce development barriers to a successful transformation to an innovation- and knowledge-intensive economy for the State.

The Hawaii Workforce Development Strategic Plan and the recommendations in recent Workforce Development Council reports address these four major structural limits:

- Job Quality Gap,
- Worker Supply Gap,
- Worker Preparation Gap, and
- Poorly Performing Educational Pipeline.

Job Quality

However, Hawaii has an abundance of unique and competitive natural resources, the basis on which new, high-valued innovation- and knowledge-intensive industries can be developed and sustained. To successfully capture these opportunities, investment in developing a higher-skilled workforce is required. Based on a significant amount of analytical work done to date and the results of the Comprehensive Economic Development Strategy ("CEDS") process, Hawaii has targeted five major emerging growth sectors:

- Life Sciences/Biotechnology, particularly in communicable tropical and infectious diseases and health and wellness issues for the Asia and Pacific region;
- Information Technology, leveraging investments already made in Hawaii's fiber-optic/satellite communications infrastructure;

- Film and Digital Media, exploiting Hawaii's trans-Pacific location and emergence as one of Hollywood's preferred "back lots";
- Dual-use technologies, leveraging significant R&D investments being made by the defense sector in Hawaii and transferable to civilian use; and
- Diversified Agriculture, based on the assets left by Hawaii's plantation agriculture.

In addition, real short-term opportunities exist in ocean and marine science and biotechnology; alternative energy, including renewable-to-hydrogen, development; and astronomy/space-related research. Hawaii also has the opportunity to fuse more innovation, knowledge-intensive tools and technology with its traditional tourism sector.

The CEDS will guide infrastructure investment decisions by all levels of government and the private sector to maximize the target industry cluster opportunities.

Worker Supply

As with other states, Hawaii is experiencing the beginning of a long-term worker supply gap as the baby boom generation begins to leave the labor market. However, Hawaii's is more intense due to the significant "brain drain" of younger workers to the U.S. mainland and to Asia where pay, high skill jobs and the standard of living are better.

Targeted Industry Clusters

We can expand the labor pool by integrating into the workforce those presently underrepresented populations, such as people with disabilities, TANF (“Temporary Assistance for Needy Families”) clients, immigrants, out-of-school youth, older workers and retirees, and people with substance abuse and ex-offender backgrounds.

Worker Preparation

Hawaii is not preparing its people for the types of higher-skilled jobs that we intend to develop and that are necessary to meet global competition. The root causes are:

- Inadequate preparation at the K-12 level; and
- Lack of employer incentives for incumbent worker education.

Educational Pipeline

The State’s worker preparation needs are directly tied to the leaky educational pipeline. Hawaii’s changing economy and workplace are creating increasing numbers of jobs that require education and training beyond high school. However, the numbers of individuals continuing their education and earning post-secondary degrees or certificates is well below the quantity needed to meet the anticipated number of annual job openings requiring education beyond high school.

Thus, the P-12 system must keep more youth in school to adequately prepare them with the skills and knowledge to enter and succeed in some form of post-secondary education.

Similarly, the very large number of already-working adults need

more entry points back into the educational pipeline and more support to complete their training. See Section IV for the NGA Pathways to Advancement Project’s advocacy for several such supports.

Incumbent workers also need to adjust to the changed workplace, which requires a fast pace, ongoing learning, and self-management of one’s career.

Agile training and education institutions must re-tool and meet employers’ and their workers’ needs rapidly.

Public/Private Partnerships

Active partnerships are key to overcoming the State’s workforce barriers. Hawaii can boast of the following partnerships guiding and leading the development of targeted industry clusters:

- Economic Development Boards in each county,
- Hawaii Life Sciences Council,
- Hawaii Energy Policy Forum,
- Hawaii Technology Venture Development, and
- Hawaii Farm Bureau

The 2005 Governor’s Economic Momentum Commission made over 20 recommendations for improving Hawaii’s long-term economic conditions.

The Hawaii Chamber of Commerce and chambers on all islands, the Hawaii Business Roundtable, and the county workforce investment boards are all contributing to the positive momentum of Hawaii’s economy leading to a higher standard of living for Hawaii’s citizens.

Expand the labor pool

Partnerships are key to overcoming workforce barriers

Patch the “leaks” in the educational pipeline

Better educated, work-ready youth

Up-to-date incumbent workers

Section II

Progress in Implementing the Council's Recommendations

WORKER SUPPLY

In December 2004, the Council recommended that Hawaii will need to increase the labor force participation rate of currently underrepresented groups in order to help increase the labor supply. (Hawaii Workforce Development Strategic Plan reference: Goal II, Objective B)

During 2005, the Hawaii County Workforce Investment Board and the Business Services Team of the Oahu One-Stop Job Centers started campaigns to educate employers about how to hire people from untapped labor pools. In Spring 2006, the WDC will publish an *Employers' Tool Kit on Hiring People from Untapped Labor Pools*, for wide distribution to employers.

WDC Recommendation	Basis and Progress in 2005
<p><i>Move poorly educated people into the workforce.</i></p>	<p>Basis: 40% of Hawaii's adults do <u>not</u> participate in the workforce. One-third of these non-participants do not have high school diplomas. Close to another third have a high school diploma, but no college.</p> <p>The Hawaii Institute for Public Affairs ("HIPA"), in its <i>New Economy in Hawaii: 2005 Indicators and Recommendations</i>, reports Hawaii public schools have fallen to 43rd on the National Assessment of Educational Progress ("NAEP"). HIPA's proposed goal is to move Hawaii into the top 33 states, with improved 4th grade NAEP scores. Only one in four of Hawaii's eighth graders are proficient readers.</p> <p>Progress: In 2004-2005, Hawaii's Community Schools for Adults provided literacy education for 31,759 students in academic courses. This is a multiple count that reports all classes taken. 78% completed their courses, and 29% completed at least one educational level. In the General Educational Development ("GED") and Competency-Based High School Diploma Program, 2,229 students were eligible to receive Hawaii high school diplomas. Close to 250 institutionalized students were served. Over 300 students attended citizenship preparation classes.</p> <p>Web-based programs for basic skills, workplace skills, English as a Second Language ("ESL"), and GED preparation are being piloted at seven of the Community Schools for Adults.</p> <p>Next Steps: To help the majority of public middle schoolers who need better reading skills, Hawaii's Community Schools for Adults deliver a course for Department of Education ("DOE") paraprofessionals to gain a better understanding of the reading process. The National Governors Association's recent guide on adolescent literacy presents best practices for schools to remediate literacy problems that show up by 4th grade. http://preview.nga.org/Files/pdf/0510GOVGUIDELITERACY.pdf</p> <p>The Hawaii P-20 Initiative's 2005 Plan supports curriculum articulation from pre-school through graduate school to ensure post-secondary readiness and workforce development.</p>

WORKER SUPPLY, continued

Basis and Progress in 2005	WDC Recommendation
<p><u>Basis:</u> Rural residents are among those most likely to be underemployed or not even participating in the workforce.</p> <p><u>Progress:</u> Maui and the Big Island have evolving public bus service, Hawaii County's very much tailored to work schedules. In May 2005, Big Island busses were used to transport employers to rural sites for mini job fairs. To serve the resulting new hires, more bus routes were established for these rural areas. Island-wide bus service was made free in October 2005.</p> <p>Rural Job Development funds support leadership development, training and education in agriculture, computers, and the culinary arts for youth and adults living on the Leeward Coast, the North Shore, Waipahu, Ewa, Koolauloa, and Waimanalo. The City & County of Honolulu, Leeward and Windward Community Colleges and non -profit organizations cooperate to deliver the programs, and over 200 people have been assisted in the past two years.</p> <p>Job information and placement are provided at One-Stop Job Centers in Oahu's rural areas and Maui County's satellite One-Stop centers on Molokai, Lanai, and East Maui.</p> <p><u>Next Steps:</u> Education institutions need to expand distance learning and innovative delivery of courses so that rural students can have access to advanced, technical, and enrichment courses.</p> <p>One-Stop Job Centers need to provide comprehensive websites and mobile services to assist rural residents to obtain training and job placements.</p> <p>Counties need to continue to improve their transportation systems.</p>	<p><i>Move rural residents into the workforce.</i></p>



Job Fair at Punaluu Bakery, Big Island

WORKER SUPPLY, continued

WDC Recommendation	Basis and Progress in 2005
<p><i>Move TANF clients into the workforce.</i></p>	<p>Basis: An average of 13,000 families per month were TANF (Temporary Assistance for Needy Families) or TAONF (Temporary Assistance for Other Needy Families) clients in 2004-2005. 80% consisted of adults with children, and 20% were foster children. Two-thirds of the 8,000 people served were on Oahu, another fifth on the Big Island, a tenth on Maui, and 5% on Kauai.</p> <p>Progress: The State Department of Human Services' Grant Diversion ("GD") Program is a non-assistance work program with an emphasis on "work first", so that eligible families can obtain paid employment quickly rather than go on assistance.</p> <p>The Department's First-to-Work ("FTW") Program provides case management to TANF and TAONF families and assists them towards self-sufficiency with these programs:</p> <ul style="list-style-type: none"> • The Supporting Employment Empowerment and the GRANT+ Programs provide families with subsidized employment opportunities, and, therefore, valuable training and work experience. • The Vocational Rehabilitation Program offers vocational rehabilitation services to eligible families in order to achieve employment. • TANF and TAONF families suffering from domestic violence or substance abuse are afforded participation in special programs designed to assist them with their barriers prior to entering FTW. <p>During 2004-2005, 6,693 TANF/TAONF recipients were involved in GD or FTW, of which 5,030 (75%) were employed (subsidized and unsubsidized) at a minimum of 24 hours per week.</p> <p>The Department contracts with Goodwill Industries to operate SEE.</p> <p>"SEE" (Supporting Employment Empowerment) provides a number of incentives so employers will hire former welfare clients. For an average of six months, for each SEE employee, the employer is reimbursed \$6.25 per hour for up to 40 hours per week and an additional 14% toward Unemployment Insurance, Workers Compensation, FICA, etc.</p> <p>SEE employees have medical coverage through the state, so employers do not need to cover them during the SEE period. SEE sends prescreened applicants who meet the employer's specified needs for the employer to interview. To support a successful employment, the employer assigns a mentor to the SEE employee and the SEE contractor will try to resolve any on-the-job difficulties.</p> <p>Next Steps: The Department of Human Services has recently directed TANF funds to serve at-risk youth and to prevent drug and teen pregnancy.</p>

WORKER SUPPLY, continued

Basis and Progress in 2005	WDC Recommendation
<p><u>Basis:</u> Approximately 20% of the State’s population, or an estimated 200,000 people, have disabilities. Two-thirds of the 127,000 of working age do not work.</p> <p><u>Progress:</u> To provide people with disabilities better access to One-Stop Job Centers, the Division on Vocational Rehabilitation and the Workforce Development Division trained One-Stop staff on how to better serve people with disabilities and equipped the Centers with assistive technology and alternative formats for materials. A follow-up project this next year will place three Disability Navigators in Oahu One-Stops and a Navigator in each of the neighbor counties. The Navigators assist people with disabilities to successfully obtain job preparation services and transition into employment.</p> <p>The Oahu Workforce Investment Board and the Hawaii Center for Independent Living have started a Business Learning Network for Hawaii. Business Learning Networks across the country are run by employers who, by telling of their own successful experiences, encourage their fellow employers to hire people with disabilities.</p> <p>The State’s HireAbilities project began in early 2006. A significant goal is to empower people with disabilities to use Benefits Planning to become employed without losing important medical benefits.</p> <p><u>Next Steps:</u> In March 2006, the HireAbilities project will sponsor a strand of workshops, “Modernizing the Workforce”, at the annual Honolulu-based PacRim Conference concerning people with disabilities.</p>	<p><i>Move people with disabilities into the workforce.</i></p>
<p><u>Basis:</u> With 95% of Hawaii’s prisoners returning to the community, jobs and their stake in the community will contribute to reducing crime.</p> <p><u>Progress:</u> Maui Economic Opportunity’s BEST (“Being Empowered and Safe Together”) program and the State Department of Public Safety emphasize job-seeking and job-keeping skills, which start before offenders are paroled and continue with follow-up and coaching on the job. The BEST program conducts a class, “Achieving Your Potential in New Directions”, which was developed by MEO and The Pacific Institute specifically for this population. This course addresses social cognitive thinking skills needed for individuals to take responsibility for their own actions and regulate their behavior through goal-setting, self-reflection and self-evaluation.</p> <p>As of September 30, 2005, half of BEST’s clients were working for employers in union trade, auto body repair, laundry, sanitation, and restaurant services.</p> <p><u>Next Steps:</u> The City & County of Honolulu’s Youth Services Center runs a Youth Services Program for youth offenders, funded by a USDOL grant. The partnership has recently expanded to the prison system and its parole office so the program can serve adult offenders (to age 24) there.</p>	<p><i>Move ex-offenders into the workforce.</i></p> <p><i>BEST on Maui</i></p> <p><i>Youth Services Center on Oahu</i></p>

WORKER SUPPLY, continued

WDC Recommendation	Basis and Progress in 2005
<p><i>Move recovered substance abusers into the workforce.</i></p>	<p><u>Basis:</u> The workplace's zero tolerance for drugs may stimulate recovery.</p> <p><u>Progress:</u> The Alcohol and Drug Abuse Division ("ADA") of the state Department of Health certifies that Substance Abuse Counselors meet the minimum requirements to provide services within the substance abuse counseling field. There are presently 505 Substance Abuse Counselors and 321 applicants in various stages of the certification process. There is an ongoing need in this occupation.</p> <p><u>Next Steps:</u> The Governor, Legislature, and community will consider the 2005 Economic Momentum Commission's recommendation that a substance use education and prevention program be delivered to families through the public school and pre-school systems.</p>
<p><i>Help immigrants succeed in the workforce</i></p>	<p><u>Basis:</u> The 2000 U.S. Census shows that 17.5% of the state population is foreign-born, over one-tenth of Hawaii's population speaks English less than "very well", and 8.6% (15,270) of DOE's enrollment are children requiring English as a Second Language ("ESL").</p> <p><u>Progress:</u> Community-based agencies in all counties provide bilingual outreach, case management, social services, study skills, career planning, self-employment assistance, community-based enterprise development, employment preparation, job training, and job placement and retention. The agencies arrange on-the-job training contracts with employers and ESL classes. These Employment Core Services resulted in 406 job placements in 2004-2005.</p> <p><u>Next Steps:</u> Just as newcomers need to learn the American workplace culture, employers and their employees must learn how to work in a multicultural workplace.</p>
<p><i>Retain older workers and attract retirees into the workforce.</i></p>	<p><u>Basis:</u> Baby boomers say "Life Begins at 60."</p> <p><u>Progress:</u> No information to report.</p> <p><u>Next Steps:</u> Older workers may want more flexibility in their work hours. www.ccohs.ca/oshanswers/psychosocial/flexible.html presents definitions and employer considerations in implementing flexible work arrangements.</p> <p>Older workers may have acquired disabilities. www.jan.wvu.edu/soar/disabilities.html suggests accommodations for a variety of disabilities.</p>

WORKER SUPPLY, continued

Basis and Progress in 2005	WDC Recommendation
<p><u>Basis:</u> Improvements to Hawaii’s quality of life would include an improved public school system, increased housing affordability, reduction in substance abuse, accessible, smoothly running transportation systems, and creation of more living-wage jobs.</p> <p>An estimated 30% of jobs in Hawaii pay a living wage – approximately \$49,500 per year statewide for a family of 4.</p> <p><u>Progress:</u> The Big Island Mayor’s Workforce Task Force is working on the Waikoloa Employee Housing Project to provide around 1,000 affordable units for sale or rent on County land. It is also working on commuter housing projects to make available housing for short term stay by workers that live in other districts and miss their bus or are too tired to drive home for the night.</p> <p>To strengthen the economy, Maui County’s activities include:</p> <ul style="list-style-type: none"> • Support of affordable housing development throughout Maui County, • Proposed new Enterprise Zones for Maui County to aid in stimulation of new business establishments in these designated areas, • Establishment of the Maui County Business Resource Center to assist small business owners and/or entrepreneurs, • Establishment of the Mayor’s Small Business Advisory Task Force to address the needs, issues and problems facing Maui County’s business community, • Support of the Maui Research and Tech Park’s expansion, which will provide business incubator space, • Proposed Home Occupation Business ordinance, and • Assisted with the re-establishment of the Lanai Chamber of Commerce. <p>The Counties’ transportation activities are discussed on page 5.</p> <p><u>Next Steps:</u> The Governor, Legislature, and community will consider the recommendations of the 2005 Economic Momentum Commission (“EMC”), including these regarding housing availability and improved transportation:</p> <ul style="list-style-type: none"> • State control of long-term land use planning, • Empower the Hawaii Housing Finance and Development Administration to provide housing for working families, • Uniform process for State and counties to assess impact fees, and • Place employment and homes near each other to reduce commute time. 	<p><i>Improve Hawaii’s quality of life to make it desirable to live and work here.</i></p>

WORKER PREPARATION

In December 2004, the Council made a number of recommendations that focused on making sure that all residents have the encouragement, education, and work readiness to participate in the range of opportunities in the more technological, competitive workplace of the future.
(Hawaii Workforce Development Strategic Plan reference: Goal II, Objective A)

WDC Recommendation	Basis and Progress in 2005
<p><i>Boost family literacy & Increase parenting education</i></p>	<p><u>Basis:</u> The family's support for education is key to children's success in school, for lifelong learning, and for willingness of incumbent workers to learn new skills and advance in their careers.</p> <p><u>Progress:</u> The Community Schools for Adults have eight Family Literacy sites and 16 trainers around the state. They also conduct Family Literacy in four modules: Adult Basic Education, Parent Education, Children's Education, Parent and Child Together.</p> <p>The UH Center on the Family has publications and links to Parent Education Programs in Hawaii (Sept. 2004) uhfamily.hawaii.edu/publications/</p> <p>The State Department of Health has a Parent Line www.theparentline.org Oahu phone: 526-1222 Neighbor islands toll free: 1-800-816-1222 The Parent Line also distributes <i>The Keiko 'O Hawai'i</i>, a developmental newsletter for new parents; <i>The Teddy Bear Post</i>, parent education newsletters for families of preschool children; a parent resource directory of community services; <i>A Happy Star</i>, a brochure for parents of children preparing to enter kindergarten.</p> <p>The Department of Health provides a variety of parenting education and family support programs to families with histories of substance abuse, mental health concerns, family violence, and inadequate parenting and coping skills.</p> <p>Aloha United Way has Born Learning information explaining how to give young children the tools to succeed in life.. Dial 2-1-1 to request a Born Learning packet. www.bornlearning.org</p> <p>The Hawaii Parent Teacher Student Association ("PTSA") presents <i>100 Ways for Parents to Be Involved in Their Child's Education</i> on its website. www.hawaiiptsa.org/img/pdfs/100_ways_Parent_Involvement.pdf</p> <p><u>Next Steps:</u> Use WDC networks to assist these organizations, as needed.</p>

bornlearning™




WORKER PREPARATION, continued

Basis and Progress in 2005	WDC Recommendation
<p><u>Basis:</u> This recommendation directs attention to children who enter Kindergarten unprepared to learn and emerge from high school inadequately equipped to compete in the workforce. Research shows that early childhood education significantly increases long-term, effective participation in the labor force and reduces costly social problems.</p> <p><u>Progress:</u> The Good Beginnings Alliance advocates for universal access to early childhood education and helped develop a tool to assess readiness for school. www.goodbeginnings.org</p> <p><u>Next Steps:</u> The 2006 State Legislature has these bills carried over from last session:</p> <ul style="list-style-type: none"> • SB 873, SD 2, HD2 requires the State Department of Education to staff qualified pre-school teachers and pre-school teacher aides in junior kindergartens beginning with the 2007-2008 school year. • SB 35, SD 2 creates a pilot program for universal access to early childhood education for children age 5 or younger whose families are unable to afford quality early childhood education. 	<p><i>Increase pre-K participation.</i></p>
<p><u>Basis:</u> Students who have hands-on experience in the workplace gain a better understanding of how their classroom education is applied in the “real world”. They are more likely to complete their education and integrate faster and better into jobs that they like. Hawaii needs a formal, publicized network to match youth with businesses interested in supplying internships, mentorships, and learning projects.</p> <p><u>Progress:</u> Career Kokua in the Department of Labor & Industrial Relations, Business and Youth Working Together, and the Department of Education have networks.</p> <p>The Kauai Workforce Investment Board, Kauai Community School for Adults, and Kauai Chamber of Commerce sponsored employer/school networking for job shadowing, internships, mentoring, and presentation.</p> <p><u>Next Steps:</u> Oahu Work Links is planning to arrange internships for some rural high school students.</p> <p>The 2005 Economic Momentum Commission recommended that appropriate “champions” to expand business involvement in education are the Economic Development Boards, the Economic Development Alliance of Hawaii, and the Hawaii Business Roundtable.</p>	<p><i>Match youth with business for experiential work-based learning.</i></p>

WORKER PREPARATION, continued

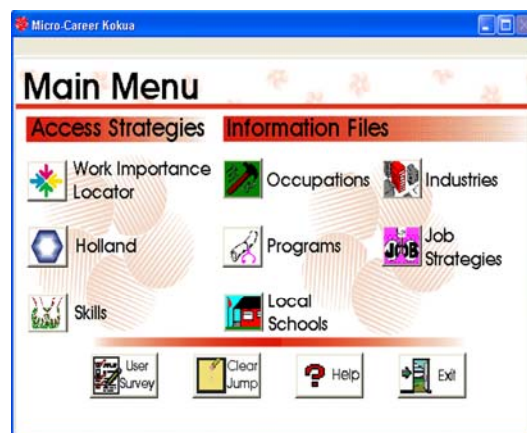
WDC Recommendation	Basis and Progress in 2005
<i>“Work Readiness” credential.</i>	<p><u>Basis:</u> A “work readiness” credential is a portable declaration that a person is work-ready.</p> <p><u>Progress:</u> The U.S. Chamber of Commerce’s Center for Workforce Preparation is home to the national “Work Readiness” credential work. Field testing of the credential assessment and delivery system started in September 2005 in a few states and will be available for broad use in January 2006.</p> <p>The Kauai Workforce Investment Board issues a “Learn to Work” certificate that represents successful completion of training in work readiness/ethics and occupational skills, including on-site work experience.</p> <p><u>Next Steps:</u> The Hawaii Community Schools for Adults are partnering with the Hawaii Hotel and Lodging Association to begin the hospitality industry-specific START (“Skills, Tasks and Results Training”) program in January 2006.</p>
<i>Expand participation by youth and adults in post-secondary education.</i>	<p><u>Basis:</u> With living-wage jobs in the future likely to require two or more years of technical training after high school, increasing the number of people in the educational pipeline beyond high school is critical to the economy and family self-sufficiency. Only 38% of Hawaii’s high school freshmen enroll in college four years later. Only 44% of first-year Community College students return for their second year.</p> <p><u>Progress:</u> In 2005, the Legislature created the B Plus Scholarship at the University of Hawaii and funded it at a level of \$500,000 for 2006 and \$1million in 2007. The B Plus Scholarship provides funding for students graduating from a Hawaii public high school with a B Plus grade point average and documented financial need attending a Hawaii public college or university.</p> <p>In the new State Plan covering 2005-2007 for the expenditure of federal funds provided by the Workforce Investment Act (“WIA”) and the Wagner-Peyser Act, local Workforce Investment Boards are encouraged to steer WIA completers to post-secondary education when feasible.</p> <p><u>Next Steps:</u> The DOE/UHCC Coordinating Council proposed a framework to enhance the cooperation and coordination between institutions to develop a program that (1) facilitates the transition of GED and competency-based diploma students into community college and (2) provides remedial courses to under-prepared Community College students. By August 2006, Adult Education plans to start open entry/open exit, remedial classes for both adult education and Community College students to be held on Community College campuses.</p> <p>Implement these recommendations of Hawaii’s National Governors Association project:</p> <ul style="list-style-type: none"> • Increase post-secondary capacity in technical fields, • Facilitate easier access to courses through distance learning, • Continue improvement of K-12 education, and • Make child care available for students who are working parents.

WORKER PREPARATION, continued

Basis and Progress in 2005	WDC Recommendation
<p>Basis: Trainers and higher education need to provide fast turnaround of training for skills upgrade of incumbent workers. Constant innovation and technological adaptation in products and services is required. Human talent is displaced, then redirected at expanding and higher-value economic needs. Mid-level incumbent workers need to immediately prepare for “innovation industries”: life sciences, digital media, advanced agriculture, dual use, and energy.</p> <p>Progress: One strategy is the University of Hawaii Community Colleges’ (“UHCC”) workforce position to develop customized training that is responsive to employers’ needs. The priority for the colleges’ attention goes to occupations that pay a wage of \$38,000 per year or more. To date, the community colleges have decided to 1) develop cross-industry first line supervisory training, 2) review the existing curriculum for construction occupations, and 3) review the existing curriculum for lab technicians.</p> <p>Next Steps: The Governor, Legislature, and community will consider the recommendations of the 2005 Economic Momentum Commission’s recommended “Rapid Response” training fund within the UHCC to design and deliver customized “just-in-time” training according to employers’ specifications.</p> <p>State legislation will be introduced at the 2006 State Legislature promoting the use of lifelong learning accounts (“LiLAs”). The Council for Adult and Experiential Learning (“CAEL”) advocates that LiLAs become a standard part of workers’ compensation packages.</p> <p>LiLAs are voluntary arrangements between employees and their employers to create individual asset accounts to finance education and training so that workers can upgrade their skills to meet the needs of business and industry while helping to advance their own careers and earnings potential.</p> <p>Individual employees make contributions to their LiLA accounts, with employer matches dollar for dollar up to a pre-established cap (e.g., \$500 per year). Third party matches are also possible.</p> <p>The “working poor” are another group of incumbent workers whose additional training could advance them into higher-paying jobs. The DLIR is seeking funding for a program that would provide online job training through laptop computers and internet connections placed within the homes of single, working-poor mothers. By learning from their homes, they could train around their work schedules and avoid child care costs.</p>	<p><i>Upgrade incumbent workers.</i></p> 

WORKER PREPARATION, continued

WDC Recommendation	Basis and Progress in 2005
<i>Keep post-secondary education up-to-date with cross-discipline training among and within majors; with industry input on industry skill requirements.</i>	No information to report.
<i>Financial Literacy</i>	<p>Basis: Financial literacy is especially important as upcoming generations need to be educated on how to exercise diligence in managing their personal finances, use credit cards wisely, protect their privacy, and save and invest for their retirement.</p> <p>Progress: The State now requires youth service providers that are supported by federal Workforce Investment Act (“WIA”) funds to teach financial literacy to their participants.</p> <p>The Community Schools for Adults have trained staff statewide on the MoneySmart curriculum from the Federal Deposit Insurance Corporation (“FDIC”). Adult Education trainers are available to train instructors.</p> <p>Next Steps: Monitor WIA’s and community’s progress.</p>
<i>Facilitate lifelong career planning.</i>	<p>Basis: Today’s kindergarteners will work in jobs we have never heard of, and the new way of working means everyone will have several careers. Therefore, the workforce development system must support workers in managing their careers.</p> <p>Progress: The State Department of Labor & Industrial Relations supports growing Career Kokua into a universally accessible, comprehensive resource system for lifelong career planning.</p> <p>Next Steps: Monitor accessibility and comprehensiveness of Career Kokua as it grows.</p>



SHORTAGES IN OCCUPATIONS

In December 2004, the Council made recommendations to encourage an increase in the supply of some critical workers.

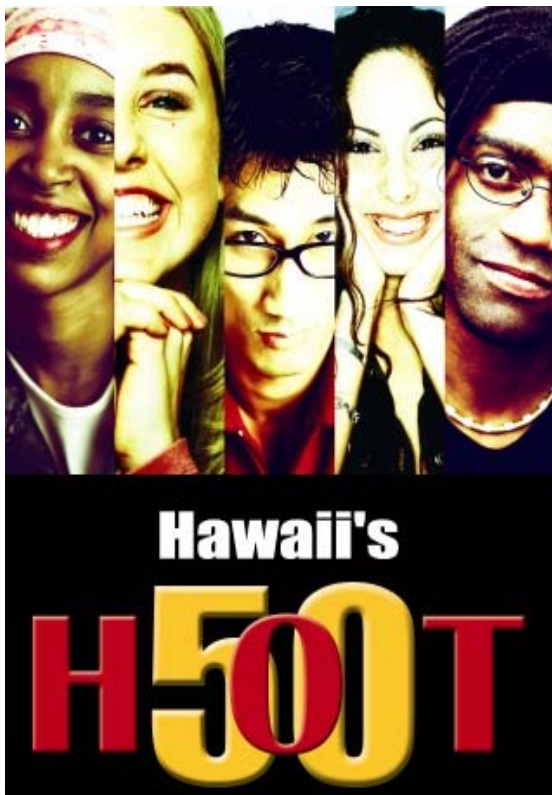
Basis and Progress in 2005	WDC Recommendation
<p>Basis: The State Department of Education estimates approximately 1,300 teacher openings annually, whereas the UH Manoa College of Education and UH-Hilo issue about 400 teacher education degrees a year.</p> <p>Progress: The 2005 Legislature expanded the potential pool of teachers by allowing full teacher license reciprocity with the Mid-Atlantic states, California, Colorado, Illinois, Michigan, New York, Oregon, and Washington, but specifically deleted proposed language that would allow alternative certification methods.</p> <p>Next Steps: The Governor, Legislature, and community will consider these recommendations of the 2005 Economic Momentum Commission:</p> <ul style="list-style-type: none"> • Amendment to State law to provide that a person with an accredited college bachelor's or higher degree is eligible to be qualified as a teacher in the subject(s) in which he or she has a degree. WDC supports this concept, specifically an alternative certification for demonstrably knowledgeable and capable applicants. • Adopt less stringent hiring requirements for principals. • Have the Hawaii Association of Independent Schools and the Hawaii Business Roundtable each appoint one of their members to the Hawaii Teacher Standards Board. 	<p><i>The Hawaii Teachers Standards Board should recognize alternative certification of teachers as advocated by the DOE.</i></p>
<p>Basis: By 2012, the state is projected to need more than 9,000 additional healthcare technicians and healthcare support occupations. Today's vacancy rate for registered nurses is 21%.</p> <p>Labor shortages in healthcare are in large part due to the shortage of their trainers.</p> <p>Progress: The State Department of Health has begun a training and apprenticeship program for certified nursing assistants ("CNA").</p> <p>Next Steps: If TANF funds are available, the CNA curriculum for a certification course of 150 hours can be offered on all islands through the Community Colleges by January 2006. Stipends could be made available by mid-2006. Paid apprenticeships could be made available in 20 hospitals or community settings by 2011. The WDC supports this initiative.</p> <p>Support efforts to increase post-secondary healthcare instructors.</p>	<p><i>The State should expand the post-secondary capacity to train nurses and other healthcare workers.</i></p>

SHORTAGES IN OCCUPATIONS, continued

WDC Recommendation	Basis and Progress in 2005
<p><i>8,300 more construction workers need to be prepared over the next 7 years for the current and projected building boom.</i></p>	<p><u>Basis:</u> Because construction is a cyclical industry, its workers migrate to other jobs during “down” times. With many large construction projects already in progress and planned over the next few years, the demand for these workers is high.</p> <p><u>Progress:</u> Quite a few efforts are aimed at preparing construction workers:</p> <ul style="list-style-type: none"> • By July 1, 2006, the Hawaii Institute for Public Affairs (“HIPA”) will have an implementation training plan by trade and by geographic location. \$100,000 was appropriated to the WDC budget by the 2004 State Legislature to support the project. • The Building Industry Association (“BIA”) of Hawaii, with a \$1 million grant to the City & County of Honolulu from the federal Economic Development Administration and additional BIA fund-raising, will build the Construction Training Center of the Pacific in Honolulu. The Center will provide academic and vocational training, counseling, job placement, and related support services to address the shortage of qualified pre-apprenticeship construction job applicants. • In partnership with BIA, the Community Schools for Adults deliver literacy classes in CraftMath and CommuniCraft, aimed at construction workers. • The Hawaii Community Foundation received \$500,000 of earmarked U.S. Department of Labor funds for training of cruise line and construction workers. The funds are used to support the training capability in construction of the Carpenters Union and Honolulu Community College, as well as remedial classes to prepare people to pass the construction apprenticeship tests. The project will also train people who are bidding to become construction contractors. • Honolulu Community College's Construction Academy sends "circuit rider" instructors into participating secondary schools to teach a standardized, collegiate building and construction curriculum. At this standard, the students can earn credit for both DOE and Community College courses. Participating schools are Kailua, Kahuku, Waialua, Mililani, McKinley, Waipahu, Radford, Pearl City, and the Hawaii Academy for Arts and Sciences. A two-year \$1.4 million U. S. Department of Labor grant supports the Construction Academy. <p><u>Next Steps:</u> WDC to follow through on its HIPA project</p>

SHORTAGES IN OCCUPATIONS, continued

Basis and Progress in 2005	WDC Recommendation
<p><u>Basis:</u> Law enforcement and homeland security are critical occupations.</p> <p><u>Progress:</u> To attract and retain residents as police officers, the Hawaii County Police Department provides internships to local colleges, volunteer opportunities within the police department, and works with the One-Stop Job Centers and ALU LIKE, Inc.</p> <p>The Honolulu Police Department (“HPD”) has reduced its vacancy rates. In addition to expanding recruitment, HPD developed an internship program for doctoral psychology candidates and implemented a pre-hire pass/fail physical test.</p> <p><u>Next Steps:</u> Monitor progress in meeting law enforcement personnel needs.</p>	<p><i>All counties will need to qualify and replenish their already shorthanded law enforcement personnel.</i></p>



Job Fair at Honolulu Convention Center

PLANNING DATA

In December 2004, the Council made recommendations for continued research into identifying emerging high value industry clusters and their workforce needs, as extremely important to economic development, workforce development, and education.

(Hawaii Workforce Development Strategic Plan reference: Goal II, Objective C)

WDC Recommendation	Basis and Progress in 2005
<p><i>Conduct supply/demand analysis of identified target industries and follow up.</i></p>	<p>Basis: In 2004, all counties participated in the Comprehensive Economic Development (“CEDS”) process and targeted industries for their areas. In February-March 2005, the Workforce Development Council held</p> <p>“Best Practices” sessions: Dennis Jones said Hawaii has been tentative in targeting industries for economic development, and Graham Toft advised us to watch the small companies, because that is where innovation and growth occur.</p> <p>Progress: The Hawaii Institute for Public Affairs (“HIPA”) reports that “Hawaii has made a commitment to biotechnology by developing a state-of-the-art medical school campus in Kakaako. The vision is to create a biotech hub teaming with the best research facilities, educational programs, and commercial enterprises.” The University of Hawaii, the Hawaii Life Sciences Council, Enterprise Honolulu, Kamehameha Schools, and the State Department of Business, Economic Development & Tourism are in the forefront of promoting the biotechnology industry and urging better preparation of a workforce to support it. The USDOL has funded some development of biotechnology curriculum in other states’ community colleges. The State Department of Labor & Industrial Relations’ research arm published its exploration of skill needs in the emerging Biotechnology industry.</p> <p>The UHCC and WDC have explored some data programs for identifying the needs of emerging industries, so the UH can educate to those needs. The Economic Modeling Specialists, Inc. (“EMSI”) data, unlike the Labor Department’s, includes independent contractors as well as Unemployment Insurance data that is only six months old. The data uncovered the need for first line supervisor training across the board for all industries. The UHCC finds that the EMSI data provides enough reliable data on specific jobs and projected changes over time, as well as campus output, to make long-term resource acquisition and allocation decisions to support program plans.</p> <p>However, the UHCC finds extensive face-to-face discussion is the best method for developing customized training for specific businesses or groups of businesses. Along this line, in Fall 2005, the Oahu Workforce Investment Board conducted four industry forums – on healthcare, hospitality, construction, and high technology – to identify emerging skill needs.</p> <p>Next Steps: Continue DLIR research on emerging industries.</p>

PLANNING DATA, continued

Basis and Progress in 2005	WDC Recommendation
<p><u>Basis:</u> LED represents a quantum leap in the information available for economic, labor force, education and infrastructure planning and decision-making</p> <p><u>Progress:</u> Hawaii joined the LED program in June 2005. LED is a voluntary federal-state partnership that integrates data on employees and data on employers with multiple other data sources to produce labor market information about the dynamics of the local economy and society, while strictly protecting the confidentiality of individuals and firms that provide the data.</p> <p><u>Next Steps:</u> In Spring 2006, Quarterly Workforce Indicators (“QWI”) for Hawaii is expected to be available online at the Census website: http://lehd.dsd.census.gov/led/datatools/qwiapp.html , through a link from the Hawaii Workforce Informer (“HIWI”): www.hiwi.org</p>	<p><i>State should participate in the U.S. Census Bureau’s Local Employment Data (LED) program.</i></p>

EFFICIENCY

In December 2004, the Council recommended that resources be coordinated effectively and efficiently so that the economic, education, and employment communities are aligned into a comprehensive and coordinated network.

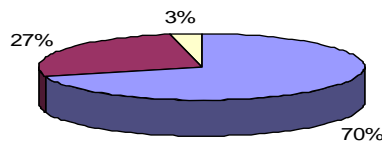
(Hawaii Workforce Development Strategic Plan reference: Goal I, Objective A)

WDC Recommendation	Basis and Progress in 2005
<p><i>Coordinate resources effectively and efficiently.</i></p>	<p><u>Basis:</u> The State and federal governments emphasize resource leveraging and collaborative services to minimize overlap and enhance the use of scarce resources, not only in funding services but also in staffing.</p> <p><u>Progress:</u> In July 2005, Hawaii revised its State Plan covering 2005-2007 for the expenditure of federal funds provided by the Workforce Investment Act and the Wagner-Peyser Act. The plan now includes incentives for innovative services to businesses and more efficient, coordinated services for youth. The Council's statewide Youth Committee is documenting the existing collaborations between agencies that serve at-risk youth and negotiating to expand the agency interrelationships. The purposes are to both enrich services to youth and eliminate duplication of services and expenditures.</p> <p><u>Next Steps:</u> The Governor, Legislature, and community will consider these recommendations of the 2005 Economic Momentum Commission ("EMC"):</p> <ul style="list-style-type: none"> • The State's workforce development functions should be combined with its economic development functions within the State Department of Business, Economic Development, and Tourism. Workforce development supports a growing and evolving economic system for properly-trained workers; economic development encourages industries that provide the types of jobs that meet the needs and desires of Hawaii's residents. <p>The purpose is to de-fragment data, funds, planning, and policy-making in the fundamentally intertwined and interdependent workforce development and economic development functions.</p> <ul style="list-style-type: none"> • The responsibility for administering federal adult basic education funds should be transferred from the Department of Education's Community Schools for Adults to the University of Hawaii's Community Colleges. The rationale is to combine services that are meant to prepare people for success at the college level.

Section III Analysis of Expenditures

OVERVIEW

Hawaii's public K-16 systems spend over half of the State budget in the development of informed citizens and human capital for the workforce. This chart illustrates that the Department of Education ("DOE") spends 70% of the money spent on education and training in the State, the University of Hawaii ("UH") spends 27%, and the other workforce development programs (not including DOE and UH funds) spend 3%.



70% - DOE (\$1.7 billion)	27% - UH (\$633.7 million)	3% - Workforce Dev. (\$82 million)
----------------------------------	-----------------------------------	---

Table 1
2004-2005 Spending by Government-Funded
Education and Workforce Development Programs

Programs	Agency	Federal	State	Total	Participants
Total (100%)		\$561,243,504	\$1,836,704,120	\$2,398,615,449	378,192
Public Education					
DOE (70%)	DOE	\$227,830,543	\$1,455,045,170	\$1,682,875,713	223,602
K-12 Education	DOE	Included above	Included above	Included above	181,897
Adult Education	DOE	*\$2,359,637	*\$5,539,067	*\$7,898,704	41,705
Secondary CTE Students	DOE	*\$3,000,000	*\$6,191,775	*\$9,191,775	*57,829
Youth Challenge Academy	DOE	*\$1,705,000	*\$1,080,000	*\$2,785,000	*180
Transition Centers	DOE	0	*\$848,451	*\$848,451	na
Public Post-Secondary (27%)	UH	\$266,133,000	\$367,569,000	\$633,702,000	70,015
Four Yr+ Campuses	UH 4 yr+	\$238,534,000	\$270,331,000	\$508,865,000	24,671
Community Colleges	UH CC	\$27,599,000	\$97,238,000	\$124,837,000	45,341
General Academic Studs.	UH CC	Included above	Included above	Included above	37,181
Post-secondary CTE Studs.	UH CC	**\$2,691,196	0	**\$2,691,196	8,160
Workforce Programs (3%)		\$67,947,786	\$14,089,950	\$82,037,736	84,585
See Table 2 for detail					

* These figures are duplicated in the Public Education-DOE totals.

** These figures are duplicated in the Community College totals.

Table 2. Detail of Workforce Programs' Spending, 2004-2005

Workforce Programs (3%)		\$67,947,786	\$14,089,950	\$82,037,736	84,585
CTE for offenders	Dept. Public Safety/ UH CC	\$131,584	\$189,537	\$321,121	576
Native Hawaiian CTE (Perkins)	ALU LIKE/ High & Post- Secondary Schools	\$2,980,500	0	\$2,980,500	781
Native American E & T (WIA)	ALU LIKE	\$2,153,706	0	\$2,153,706	1,552
Farm Workers (WIA)	Maui Ec Opp	\$213,866	0	\$213,866	100
WIA Title I-A Youth	WIBs	\$3,945,717	0	\$3,945,717	1,095
WIA Title I-A Adults	WIBs	\$3,755,764	0	\$3,755,764	1,238
WIA Title I-A Dislocated Workers	WIBs	\$2,241,272	0	\$2,241,272	977
Labor Exchange (Wagner-Peyser)	DLIR/WDD	\$2,917,251	0	\$2,917,251	JS - 36,404 Ers – 2,606
Trade Adjustment Assist.	DLIR/WDD	***\$252,000	0	***\$252,000	***70
Tax Credits – Welfare to Work, Work Opportunity	DLIR/WDD	***\$64,000	0	***\$64,000	***4,005
Sr. Comm. Service Empl.	DLIR/WDD	\$1,876,500	0	\$1,876,500	213
Employ & Training Fund	DLIR/WDD	0	\$830,466	\$830,466	2,040
Registered Apprenticeships	DLIR/WDD	0	\$112,000	\$112,000	5,341
Career Information	DLIR/Info	\$296,162	\$300,876	\$597,038	na
Employment Core Services	DLIR/OCS	0	\$1,284,091	\$1,284,091	855
Immigrant Core Services	DLIR/OCS	\$100,000	\$559,846	\$659,846	595
Vocational Rehabilitation	DHS/DVR	\$10,745,562	\$3,819,616	\$14,565,178	7,470
First-to-Work	DHS/TANF	\$14,881,012	\$6,502,304	\$21,383,316	5,020
Food Stamp E & T	DHS/TANF	\$835,742	\$491,214	\$1,326,956	2,148
Self-sufficiency Prog. ¹	DHS/HCDCH	\$435,200	0	\$435,200	222
YouthBuild & Youth Offender grants ²	C&C of Honolulu	\$1,750,000	0	\$1,750,000	260
Youth mentoring & Adult Basic Education ³	Hui Malama	\$318,911	0	\$318,911	707
Women in Technology ⁴	Maui Economic Development Board	\$400,000	0	\$400,000	Ind.-5,000 Ers – 200
Science & Cultural Train.	Bishop Museum	\$400,000	0	\$400,000	69
Construction & Cruise Line Training	Hawaii Community Foundation	\$500,000	0	\$500,000	2,184
Hawaii Job Corps	Pacific Educ. Found	\$10,618,000	0	\$10,618,000	362
Youth Opportunity Grant	Maui County	\$1,593,720	0	\$1,593,720	993
Rural Development	Maui CC	\$2,980,721	0	\$2,980,721	2,666
Rural Jobs Training	Maui CC	\$1,709,670	0	\$1,709,670	1,008
Child Care Train & Couns.	Good Beginnings	\$166,926	0	\$166,926	1,903

*** These figures are duplicated in the Labor Exchange totals.

¹ Self-sufficiency. Approx. year's portion of a 3-year \$921,600 grant and of a 2-year \$256,000 grant.

² C&C of Honolulu. Approx. year's portion of a 2.5 year \$700,000 YouthBuild grant + 1-year Youth Offender grant of \$1.4 million.

³ Hui Malama. Approx. year's portion of 3-year \$215,734 grant and of a 2-year \$350,000 grant + 1-year \$72,000 grant.

⁴ Women in Technology. Approx. year's portion of 3-year \$1,200,000 grant

Appendix A presents the Inventory of Workforce Development Programs by Target Populations. The following characteristics are based on the Inventory and the funding summary presented in Tables 1 and 2.

Recipients of Workforce Funds

The public state agencies receiving sizeable multiple sources of workforce-related funding are the Department of Education, the University of Hawaii, the Department of Labor and Industrial Relations, and the Department of Human Services in that approximate order of magnitude. Five private non-profit organizations, ALU LIKE, Inc., the Office of Community Services, Maui County, and the City & County of Honolulu receive funding from a mixture of workforce-related programs.

Sources of “Traditional” Workforce Funds

The U.S. Department of Labor provides two-thirds of the funding for “traditional” and “earmarked” workforce programs. The second leading source of funding is the U.S. Department of Health and Human Services, supporting TANF (“Temporary Assistance for Needy Families”). The State of Hawaii and the U.S. Department of Education provide \$14 million each to “traditional” workforce programs. The U.S. Office of Juvenile Justice and Delinquency Prevention provides small grants.

Type of Program

The three prevalent types of programs are education, which provides the foundation for employability; job training, which teaches skill learning and doing; and job search, which guides the process of assessing, applying, interviewing and possibly negotiating for specific job positions.

Employment and employer services dominate the U.S. Department of Labor/State Department of Labor and Industrial Relations workforce programs. Employment services are available to all job seekers and may include training services that are provided to eligible recipients. Services to employers range from rapid response in labor lay-off or company closure situations through the traditional job recruitment, screening and job development, and expanding to customized business services.

Career development and work experience programs represent a lesser group of services. In its new high school graduation requirements, the Department of Education integrates guidance and career preparation into the student personal plan.

Support services generally include child care and transportation, especially important for rural and neighbor island communities where there are minimal public transportation services.

Target Populations and Job Placements

A grand total of 378,000 people were served in all of the workforce programs that reported. Nineteen of the programs aim for job placements, and they reported 33,500 job placements.

Some historical observations and trends may be useful in describing the target populations, or customers. Other than the generic student populations in the University of Hawaii and the Department of Education and the traditional labor employment programs, the variety and specificity of target populations stipulated in many workforce programs underscore the supply-side emphasis that has driven the programs since the 1960’s. For the most part, the “traditional” workforce programs strive to prepare the populations who face the most employment barriers. As Hawaii’s workforce shortages intensify, this will increase the pressure to integrate the marginally employed groups who are clients in many of these targeted workforce programs, such as vocational rehabilitation, ex-offenders and youth employment programs.

WORKFORCE EXPENDITURES FOR PEOPLE WITH DISABILITIES

The largest expenditure of “traditional” workforce development funds is by the Division of Vocational Rehabilitation (“DVR”) in the State Department of Human Services. In 2004-2005, DVR spent almost \$14.6 million and served 7,470 people. The federal Department of Education’s Rehabilitation Services Administration (“RSA”) appropriates the money specifically to assist individuals with severe disabilities to become self-sufficient.

The average per person cost of \$1,953 is expensive because this population has serious barriers, the services they need are generally costly, and employers are not accustomed to hiring them.

In Hawaii, almost 20% of the population, or around 200,000 people have disabilities, with 127,000 of working age (ages 16-64).

Table 3
Disability Status of the Civilian Non-Institutionalized Population,
State of Hawaii (2000)

	Ages 5-15 Total	Ages 5-15 W/ disability	Ages 16-64 Total	Ages 16-64 W/ disability	Ages 65 + Total	Ages 65+ W/ disability
State	184,176 100%	8719 4.7%	745,317 100%	126,956 17%	157,997 100%	64,144 40.6%
Oahu	128,823 100%	6,131 4.8%	530,330 100%	86,004 16.2%	115,946 100%	46,860 40.4%
Hawaii County	25,102 100%	1,199 4.8%	94,071 100%	17,224 18.3%	19,432 100%	7,830 40.3%
Maui County	20,349 100%	936 4.6%	84,295 100%	16,741 19.9%	14,566 100%	6,143 42.2%
Kalawao County	0	0	74 100%	45 60.8%	73 100%	44 60.3%
Kauai	9,902 100%	453 4.6%	36,547 100%	6,942 19.0%	7,980 100%	3,267 40.9%

Source: US Census 2000

DVR’s eligibility criteria include “the person is able to benefit from the services.” On the one hand, this may mean DVR screens out people who, with concerted help, would benefit. On the other hand, this means DVR is trying to make the most effective use of its resources.

Services

Vocational Rehabilitation (“VR”) services are often labor-intensive, continue over extended periods of time, and/or entail purchasing technology for the individual’s use. DVR contracts with 14 private agencies across the state to buy the following services:

- Assessment for determining eligibility, priority for services and determination of VR needs by qualified personnel;
- Vocational Rehabilitation Counseling and Guidance;
- Referral and information to secure needed services from other agencies, including the One-Stop Job Centers;
- Diagnosis and treatment of physical and mental impairments;
- Vocational and other training, including training in an institution of higher education (universities, colleges, community colleges);
- Maintenance for expenses that are in excess of the normal expenses of the individual necessitated by the individual’s participation in vocational rehabilitation;
- Transportation;
- Vocational rehabilitation services to family members;
- Interpreter services;
- Reader services, rehabilitation teaching services, orientation and mobility services for individuals who are blind;
- Job-related services, including job search and placement assistance, job retention services;
- Supported Employment Services; e.g., assessment of the job; skilled job trainers give intensive job skill training; regular observation and supervision; follow-up with employee, employer, and family to maintain the employment;
- Personal Assistance services;
- Specific Post-Employment services;
- Occupational licenses, tools, equipment, initial stocks, and supplies;
- Rehabilitation technology services;
- Transition services; and
- Technical assistance and other consultation services to conduct market analysis, develop business plans, other services to eligible individuals who pursuing self-employment, telecommuting, or establishing a small business operation.

Table 4
Individuals Being Served by DVR,
By Their Impairments
As of 9/30/05

Blind/visually impaired	265
Hearing loss	333
Arthritis	100
Cerebral Palsy	52
Multiple Sclerosis	13
Muscular Dystrophy	7
Paraplegia	120
Quadriplegia	131
Orthopedic	602
Mental retardation	555
Specific learning disability	683
Drug/alcoholism	629
Personality disorders	194
Serious mental illness	447
Other mental illness (non-psychotic disorders; e.g., anxiety, depression, mood disorders)	1,404
TOTAL INDIVIDUALS BEING SERVED	5,535

Source: DVR, 2005

Service Providers

These DVR contracts are with ARC (Association of Retarded Citizens) of Hilo, Brantley Center, Goodwill Industries, Hawaii Centers for Independent Living, Island Skill Gathering, Ka Lima o Maui, Kona ARC dba Kona Krafts, Lanakila Rehab Center, Molokai Occupational Center, Network Enterprises, PacMed, and Winners at Work.

Other private non-profit agencies that are organized as advocates and support groups for the various disabilities rely on foundations and private contributions to support their workforce development activities.

DVR also has a Memorandum of Agreement with the State Department of Health (“DOH”), Adult Mental Health Division, for job placement and retention for about 200 people with serious mental illnesses who are served by the Clubhouses. DVR reimburses DOH \$250,000 per year or about half the cost of operating the Clubhouses.

A priority of DVR this year is transition from school to adult life. DVR administers the Special Education-Vocational Rehabilitation Work-Study Program for public school special education students who are in grades 9-12 or are ages 15-20. The purpose of the Work-Study Program is to provide, within a public school setting and the community, opportunities for youth with disabilities to develop academic, social, and vocational skills and competencies and to gain experiences essential for ultimately securing and maintaining successful employment.

Habilitation Supported Employment is an emerging program for persons with developmental disabilities; i.e., persons with severe and chronic disabilities having an onset before age 22. DOH's Developmental Disabilities Division spends \$1 million a year for Habilitation Supported Employment, and so far, serves less than 100 people statewide. This is a Medicaid Waiver program whereby federal dollars can be drawn down. Thus the federal government pays 58%, while the State pays 42%, of this program in Hawaii. On the Big Island 15 participants have transitioned to competitive employment.

There is a recent change in the State's welfare policy. Previously, people on Temporary Assistance for Needy Families ("TANF") who had mental and physical disabilities were simply certified by a doctor that they could not work. Now these people with disabilities must take their medical documentation to TANF's medical review board to determine if they can work. If not, they are required to receive vocational rehabilitation services, which the First-to-Work program buys. Temporarily disabled TANF participants do not necessarily have as severe disabilities as the DVR participants do.

Historically, many people with disabilities have not worked.

As illustrated in Table 5, about 18 % of people in Hawaii ages 21-64 had disabilities in 2000. Of these, almost three-fifths were employed. This does not compare favorably to the 76% of people without disabilities who were employed statewide.

Table 5
Employment Status of the Civilian Non-Institutionalized Population,
Ages 21-64, State of Hawaii (2000)

	Ages 21-64	W/ disability Total	W/ disability & Employed	No disability Total	No disability & Employed
State	669,691 100%	118,,555 17.7%	69,710 58.8%	551,136 82.3%	417,209 75.9%
Oahu	477,572 100%	80,311 16.8%	47,062 58.6%	397,261 83.2%	300,726 75.7%
Hawaii County	83,422 100%	16,048 19.2%	8,312 51.8%	67,374 80.8%	50,403 74.7%
Maui County	75,862 100%	15,659 20.6%	10,084 64.4%	60,203 79.4%	47,199 78.4%
Kalawao County	74 100%	45 60.8%	30 66.7%	29 39.2%	14 48.3%
Kauai	32,761 100%	6,492 19.8%	4,220 65.0%	26,269 80.2%	20,096 76.5%

Source: US Census 2000

HOW CAN SERVICES FOR PEOPLE WITH DISABILITIES BE IMPROVED AND THEREFORE THE FUNDS MORE EFFECTIVELY USED?

The environment, not just the service agencies, affects the successful use of the funds.

- For instance, does the school system prepare special education students adequately for work? As with all students in Hawaii's K-12 education system, special education students need basic skills, work readiness, and career exploration. Schools need work-based learning experiences integrated into the curriculum to promote employment outcomes for all students. One example of this is the Special Education-Vocational Rehabilitation Work-Study Program. Students begin with classroom instruction, have work experience on-site at their campus and then community work and training experience. As they enter their second semester of their senior year they are employed full time.
- **Will the funding authorities step back from their “work first” goal and encourage people with disabilities to seek higher level training to prepare for higher skill jobs and self-sufficient wages?**
- Will employers seriously consider people with disabilities for hire? Next year, One-Stop Job Centers will have Navigators who will assist people with disabilities to successfully obtain job preparation services and transition into employment. DVR can find assistance for employers to train their staff about working with fellow employees who have disabilities.
- Will the One-Stop Centers build their capacity to serve people with disabilities in a truly integrative fashion? Full co-location of DVR offices at the One-Stops should be the goal. Resource Mapping can facilitate the blending and braiding of a variety of services and supports.

There are some strategies for the service agencies to be more effective.

- Many agencies have their own job developers who approach employers independently. This situation may seem to be duplication, but it is necessary, as

each job developer who is working with a job seeker with disabilities must understand that person's individual strengths and accommodation needs.

- A person's access to services is dependent upon the different eligibility criteria for each state agency, usually dictated by the federal funding authority. Sometimes the contractor has an additional layer of eligibility criteria.

Coordination meetings and a formal Resource Mapping process should lead to more seamless services for the consumer, contract agencies, and state agencies.

One example of blended services is the Adult Mental Health Division Clubhouses that use integrated DOH State funds and DVR federal monies. Another example is the Special Education-Vocational Rehabilitation Work-Study Program provided cooperatively by DOE and DVR.

- Between staff turnover and distractions by the Felix decree for special education in recent years, relationships between the State Department of Education (“DOE”) and DVR are diminished. Rebuilt relationships and DVR access to schools are needed so transition activities are timely, coordinated, and effective.

WORKFORCE EXPENDITURES FOR IMMIGRANTS

While DVR's large expenditure calls attention to its program for people with disabilities, expenditures for immigrants' workforce programs are not particularly large. It is the relatively large number of agencies serving immigrants, especially in central Honolulu, that invites a search for duplication of services. Why are there so many agencies serving immigrants? For the most part, the answer is simple:

There are many different groups of immigrants to Hawaii.

The prevalence of immigrants, including refugees, has changed dramatically during the past 15 years. In 1990, immigrants were mostly from the Philippines, Japan, Korea, China, Southeast Asia, and some Pacific Islands. The trends today still have 45% of immigrants from Asia with a growth in Pacific Islanders, most notably Micronesians and Marshallese, and a growth in Mexican immigrants.

Asian immigrants are from:

Cambodia	Japan	Taiwan
China	Korea	Thailand
Hong Kong	Laos	Vietnam
Indonesia	Philippines	

Pacific Islander immigrants are from:

Cook Islands	Palau
Fiji	Pitcairn Islands
French Polynesia	Solomon Islands
Guam	Samoa (American & Western)
Marshall Islands	Tokelau
Micronesia	Tonga
New Caledonia	
Northern Marianas	

American Samoans and Guamanians are U.S. citizens and not technically immigrants. People from the Marshall Islands, Federated States of Micronesia and the Northern Marianas have a legal relationship with the United States that entitles them to benefits beyond the typical immigrant, but not citizenship. "Immigrant" programs target low-income members of these groups, because they face barriers that are similar to those faced by typical immigrants.

Barriers

The workforce preparation of immigrants to Hawaii and the successful integration of these newcomers into our workforce are large tasks. Many immigrants are unable to successfully access traditional training and job placement programs within the State due to their

lacks in English proficiency, job skills, and familiarity with the American culture.

Others have higher level skills but have difficulty securing employment in the same occupation due to disparate levels of training, or different licensing requirements.

One-quarter of Hawaii's population speaks a language other than English at home, overwhelmingly Asian and Pacific Island languages. Over one-tenth of Hawaii's populations speaks English less than "very well". Relatedly, almost One-tenth (8.6%), or 15,270, of Hawaii's public school students are in the English as a Second Language program.

Micronesians and Marshall Islanders, with severe language barriers and limited marketable skills, have the most difficulty. Since these countries consist of many small islands, some with several languages or dialects on each island, Micronesians and Marshallese may not even be able to converse with each other. And since their home languages are not taught in school, they do not write in their native tongue. Some of those coming into Hawaii have few or no transferable skills.

Table 6
Difference in Population (Race alone or in Combination) of Hawaii 1990 to 2000

Asian Population	Asian Population Size 2000 (Race alone or in Combination)	Race alone or in Combination, % Difference from 1990 to 2000
Asian	814,181	+55.7%
Chinese	170,803	+148.2%
Filipino	275,728	+63.5
Japanese	296,674	+19.9
Korean	41,352	+69.1
Vietnamese	10,040	+83.6
Other Asian	19,584	+142.6

Pacific Island Population	Pacific Island Population Size 2000 (Race alone or in Combination)	Race or in Combination, % Difference from 1990 to 2000
Native Hawaiian and Pacific Islanders	295,030	+81.8
Polynesian	276,846	+75.5
Native Hawaiian	239,655	+72.7
Samoan	28,184	+87.5
Tongan	5,988	+93.9
Other Polynesian	3,019	+241.1
Micronesian	12,622	+218.1
Guamanian or Chamorro	4,221	+99.1
Melanesian	503	+72.9
Other Pacific Islanders, Non specified	5,059	+1,838.3

The State of Hawaii Data Book 2004. Adds to more than the total population, as people indicating two or more races appear in all races.

Table 7. People of Hawaii

Population of Hawaii	1,211,537	%
Foreign born	212,229	17.5
Entered 1990 to March 2000	72,394	6.0
Naturalized citizen	127,532	10.5
Not a citizen	84,697	7.0
REGION OF BIRTH OF FOREIGN BORN		
Total (excluding born at sea)	212,229	100.00
Europe	10,479	4.9
Asia	176,707	83.3
Africa	1,040	0.5
Oceania	13,452	6.3
Latin America	6,788	3.2
Northern America	3,763	1.8
LANGUAGE SPOKEN AT HOME		
Population 5 years and over	1,134,351	100.00
English only	832,226	73.4
Language other than English	302,125	26.6
Speak English less than "very well"	143,505	12.7
Spanish	18,820	1.7
Speak English less than "very well"	4,960	0.4
Other Indo-European languages	14,242	1.3
Speak English less than "very well"	3,165	0.3
Asian and Pacific Island languages	267,157	23.6
Speak English less than "very well"	134,782	11.9

US Census 2000

Services

The Office of Community Services (“OCS”), in the State Department of Labor and Industrial Relations, lets most of the governmental contracts in the State for immigrant services. OCS expects:

1. Providers to make inter-agency referrals to avoid duplication of services.
2. Providers to conduct community outreach, especially for at least two groups, the Tongans and the Marshallese. Neither group will go to organized social services, but they go to their own cultural groups and churches.
3. Providers to meet re-employment training needs. These include:
 - English as a Second Language (“ESL”), through Adult Education or the provider’s Vocational English as a Second Language (“VESL”) courses,
 - Acculturation,
 - Occupational training through Workforce Investment Act (“WIA”) programs, colleges, apprenticeships, VESL,
 - Computer classes, and
 - Support services (e.g., clothing, transportation).
4. Providers to make quick job placements, because the U.S. Immigration and Naturalization Service requires immigrants to be working within one month. Providers assist in the job search with translation and acculturation on behalf of the prospective employee.
5. After job placements, providers to set up ESL and acculturation classes at nights and weekends to accommodate the immigrants’ work schedules and family obligations.
6. After job placement, employment specialists follow up to help new employees retain their jobs.

7. After job placement, incumbent workers need training for upgrade.
8. Both employers and their employees need training in diversity and acculturation.
9. Some providers have business incubators for economic development.

The Micro-Enterprise Role of Pacific Gateway Center

Pacific Gateway Center (“PGC”) was formed as Kalihi-Palama Immigrant Service over 30 years ago. During the late 1980s, PGC began a micro-loan project to meet the immigrants’ desire for entrepreneurial support to become self-employed. The funding was from the Office of Refugee Resettlement at that time, and 20 immigrants were served.

Currently, PGC is the Micro-loan Center designated by the U.S. Small Business Administration (“SBS”). PGC facilitates 100-150 loans per year, mostly for agriculture, arts and crafts, and catering. The majority of these loans are for immigrant woman-owned businesses. Annually, PGC facilitates assistance for 150 business plans. The SBA provides PGC with a revolving loan fund, which is passed onto the clients. These resources represent an asset for independence for the immigrants and provide a path toward self-sufficiency.

How can services for immigrants be improved and therefore the funds more effectively used?

What might seem like duplication of services on a chart may actually be the same package of services delivered in a different language and/or in a different geographic location. The practice of most of the immigrants is to come to Hawaii and live with family and friends who may be their legal sponsors. The new immigrant then networks with the family and friends for referrals to trusted services. The providers deliver services most efficiently and effectively when they are serving

**Table 8. Providers of Immigrant Services
(funded by OCS unless otherwise noted)**

Provider	Training for Which Jobs?	Level of employment	Geographic Area	# Served 2004-2005	Immigrant Group
Pacific Gateway Center (23 grants from OCS, federal, state and foundation sources)	Artisans Restaurant/Cooks	Entry Level Micro Enterprise (100-150 businesses established)	Kalihi	90	Micronesians Marshallese Chinese Vietnamese
Catholic Charities	Seamstress Restaurant work Hotel jobs Maintenance	Entry Level	Oahu Big Island	216	Filipino Chinese Vietnamese Micronesians Marshallese
Susannah Wesley	Fast food Janitors Building maintenance Food service	Entry level	Kalihi	58	Chuukese Japanese Filipino
Child and Family Services	Hospitality Cleaning Production line	80% Entry level	Downtown Honolulu	169	Chinese Vietnamese
Hawaii County Economic Opportunity Council	Agriculture Hotel jobs	Entry level	West Hawaii	156	
Kauai Economic Opportunity, Inc.	Hotel jobs	Entry level	Kauai	20	Filipino Marshallese Latino
Maui Economic Opportunity, Inc.	Certified Nurses Aide Commercial Drivers Professionals out of their fields.	Mostly Entry level	Maui Molokai Lanai	52	Filipino Latino (Mexican or Argentinean)
Goodwill Industries (not OCS)	Job training Work experience	No placements as of yet	Oahu	30-40	Micronesians Pacific Islanders
Samoan Service Providers Association (not OCS)	Service Tourism Nursing	Trades and Service	Kalihi, Palama, Nanakuli, Wainae	65 annually	Samoans Micronesians
Temporary Assistance For Other Needy Families ("TAONF")	Job placement Work experience On-the-job training Subsidized employment	Entry level and up to self-sufficiency	Statewide	1590, mostly non-citizens	Any two-parent household eligible for TANF
Office of Refugee Resettlement	Direct subsidy to client for housing and job finding.	--	--	--	--

Improving Services, continued

The immigrants in a culturally appropriate manner; e.g., serving the whole family. This network of family, friends and trusted service providers effectively acculturates new immigrants.

These networks also become the informal “one-stops” where the newcomers gain access to the myriad of services – schools, mental health, housing, vocational rehabilitation, training, adult education, job search – they may need.

The One-Stop Job Centers need access to language interpreters and to be equipped to serve various immigrant groups in culturally appropriate ways. Some One-Stop staff share the language and culture of the large immigrant groups. Generally, interpreters from the providers accompany their immigrant clients when they visit the One-Stops. Leeward Community College has developed a curriculum for cultural competency that One-Stops will use to supplement their staff’s training.

As of June 2005, OCS went to performance-based budgeting and is managing its provider contracts for results. Providers are evaluated and paid on progress toward the following milestones:

- Employment preparation,
- Employment placement,
- Follow-up for one year, and
- Tracking.

The OCS providers from Oahu meet monthly as an Interagency Council, where they can network and share resources.

Workforce services for immigrants can be improved with more funding, to:

- Reduce the social workers’ caseload so that services are more individualized and effective,
- Increase the number of native staff, and
- Provide flexibility in the use of funds to respond better to individual needs.

Story of a Successful Immigrant: Tammy Mei Yi Gautier

Tammy was born in Hong Kong and was employed there as a Social Worker until she went to a conference in Melbourne and fell in love. They visited back and forth until she came to Hawaii to stay on a tourist visa in July 2004. She and her husband were married in October 2004. In April of 2005 she obtained a work permit and in November 2005 became a permanent resident.

Although educated and employed as a professional, that status did not transfer with her to the United States. Tammy did not speak English upon her arrival and took English as a Second Language class at the Pacific Gateway Center. She had no work history here, so she worked at a cafeteria and volunteered at Child and Family Services. She attended computer classes during this time as well. But mostly she looked for a job for three months. She began to think that she needed to change her job objective, but Pacific Gateway Center referred her to Susannah Wesley for a position as a Bilingual Case Manager. Tammy applied and was hired. From the time of her arrival to full employment took this capable woman 15 months.

APPENDIXES

Appendix A. Inventory of Workforce Development Programs

Appendix B. State of Hawaii Workforce Development Strategic Plan

Appendix A

Inventory of Workforce Development Programs by Target Populations

Contents

For Students ...

K-12 Educational Program	1
Transition Centers	2
Youth Challenge Academy	3
Secondary Career & Technical Education	4
Native Hawaiian Career & Technical Education Program	5
Adult Education and Family Literacy	6
University of Hawaii – Community Colleges	7
Post-Secondary Career & Technical Education	8
University of Hawaii Four-Year Institutions	9

For Youth ...

Hawaii Job Corps	10
Workforce Investment Act Youth Programs	11
Youth Services Center	12
ALU LIKE's Summer Youth Employment and Training Program	13
Molokai Youth Opportunity Grant	14
Bishop Museum	15
Hui Malama Learning Center's Youth Programs	16

For Ex-Offenders ...

Corrections Program	17
---------------------------	----

For Farm Workers ...

National Farmworker Jobs Program	18
--	----

For Immigrants ...

Employment Core Services	19
--------------------------------	----

For People with Disabilities ...

Vocational Rehabilitation	20
---------------------------------	----

For Native Americans ...

Native American Employment & Training Programs	21
--	----

For Low Income People ...

Senior Community Service Employment Program	22
Workforce Investment Act Adult Program	23
Employment Core Services	24
Food Stamp Employment and Training	25
First-to-Work	26
Self-Sufficiency Programs	27

For Job Seekers and Employers ...

Workforce Investment Act Dislocated Worker Program	28
Labor Exchange	29
Tax Credits: Work Opportunity/Welfare-to-Work	30

For Employees and Employers ...

Employment and Training Fund	31
Registered Apprenticeship Programs	32
Hawaii Community Foundation	33
Good Beginnings Alliance	34
Rural Development Project/Rural Job Training Initiative	35

For the Public ...

Hawaii Career Information	36
Women in Technology	37

Look for **GREEN** headings for the programs within the budgets of the two educational agencies, the State Department of Education and the University of Hawaii.

Look for **BROWN** headings for the rest of the “workforce development” program

for Students ...

K-12 Educational Program is the state's public K-12 education system. The administering agency is the State Department of Education. The department's web address is doe.k12.hi.us.

Target Group:

All students

Major Services:

Comprehensive education

Grant Period: July 1, 2004-June 30, 2005

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$227,830,543	\$1,455,045,170	181,897	In the 2005 NAEP, Hawaii's 4 th and 8 th graders were not as proficient as the nation's.*

Education

*National Assessment of Educational Progress ("NAEP")

Grade Level

Reading % Proficient & Advanced				Math % Proficient & Advanced			
4		8		4		8	
Nation	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	Hawaii
30%	23%	29%	18%	35%	27%	29%	18%

for Students ...

Transition Centers at 13 public high schools concentrate on career exploration and planning. The administering agency is the State Department of Education. The department's web address is doe.k12.hi.us.

Target Group:

All students where the Transition Centers are located

Major Services:

- School-based counseling
- Career information
- Career exploration
- Work experience
- Community service learning

Grant Period: July 1, 2004-June 30, 2005

Enrollment and expenditures are duplicated in the total Department of Education figures.

Data:

Federal Funding	State Funding	# Participants	Outcomes
0	\$848,451	13 schools	Not reported

Career Development

for Students ...

Youth Challenge Academy is run by the U.S. Army Hawaii National Guard and serves as an alternative to the regular Department of Education classroom. The administering agency is the State Department of Education. The department's web address is doe.k12.hi.us.

Target Group:

At-risk youth, ages 16-18

Major Services:

Military-like classes to prepare for tests to earn high school diplomas. Youth Challenge has been transitioning students from the Competency-Based High School Diploma Program to the GED program and will offer only the GED program beginning in January 2006.

Grant Period: July 1, 2004-June 30, 2005

Enrollment and expenditures are duplicated in the total Department of Education figures.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$1,705,000	\$1,080,000	180	86 of the students earned Competency-Based high school diplomas, and 94 earned GED diplomas.

Education

for Students ...

Secondary Career & Technical Education (“CTE”) are vocational courses in grades 8-12. The administering agency is the State Department of Education. The department’s web address is doe.k12.hi.us . CTE funds are administered by the Career and Technical Education Center at the University of Hawaii. Its web address is www.hawaii.edu.cte.

Target Group:

Career Technical Education students, with priority given to:

- Individuals with disabilities
- Economically disadvantaged
- Nontraditional (gender)
- Single parents
- Displaced homemakers
- Students with other educational barriers

Major Services:

- Basic skills
- Evaluation
- Occupational skills
- Integrated instruction leading to job placement or postsecondary training

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is Carl Perkins, Titles I & II. Enrollment and expenditures are duplicated in the total Department of Education figures.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$3,000,000	\$6,191,775	57,829	Of the 23% of CTE completers who responded to the survey, 97% entered post-secondary education, employment, or the military after graduation.

Education

for Students ...

Native Hawaiian Career & Technical Education Program (“NHCTE”)

constitute vocational courses for Native Hawaiian students and participants. The administering agency is ALU LIKE, INC., which is a private, non-profit community-based organization designated to receive federal funds to conduct the Native Hawaiian Career & Technical Education Program in Hawaii. Their web address is www.alulike.org/services/index.html.

Target Group:

Native Hawaiian CTE students: 198 in high schools, 445 in community colleges, and 138 in other adult level agencies.

Major Services:

- Technical training (in healthcare, natural resources, videography, web page design, information technology)
- Nutrition and life style
- Hawaiian culture
- Academics
- Labor issues exploration
- Community service learning
- Internships
- Assist into post-secondary
- Summer Bridge projects
- Career development
- Work site and field experience
- Tutorial

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is Carl Perkins, Title I, Section 103.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$2,980,500	0	781	Not available

Education

for Students ...

Adult Education and Family Literacy services are provided by the Community Schools for Adults and other community-based adult education providers. Academic programs include Adult Basic Education, English Literacy/Civics, Workplace Literacy, Family Literacy, and high school diploma programs (GED and Competency-Based). The administering agency is the State Department of Education. The department's web address is doe.k12.hi.us.

Target Group:

People wanting to obtain a program of adult and community education of less than college grade.

Major Services:

Classroom instruction in:

- Adult basic education
- Adult secondary education
- Adult literacy
- Naturalization training
- High school credit
- Community education
- Vocational/Homemaking

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is the Workforce Investment Act ("WIA"), Title II, distributed by the U.S. Department of Education. Expenditures are duplicated in the total Department of Education figure.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$2,359,637	\$5,539,067	41,705 total enrollment	29% of academic enrollees completed at least one educational level.

Education

for Students ...

University of Hawaii – Community Colleges (“UHCC”) credentials that may be earned include: Academic Subject Certificates, Certificates of Competence, Certificates of Completion, Certificates of Achievement, an Advanced Professional Certificate, Associate in Science, Associate in Applied Science, Associate in Technical Studies, and Associate in Arts. Maui Community College now offers a Bachelor of Applied Science. Additionally, the Community Colleges provide non-credit training and education.* The Community Colleges are part of the statewide University of Hawaii system. The University of Hawaii’s web address is www.hawaii.edu.

Target Group:

Community College students seeking credit

Major Services:

General academic education at the post-secondary community college level

Grant Period: July 1, 2004-June 30, 2005

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$27,599,000	\$97,238,000	37,181	Not available

Education

Note:

- * Community college non-credit training and courses are self-supporting and are appropriate for incumbent workers, as well as independent non-credit students.

for Students ...

Post-Secondary Career & Technical Education (“CTE”): Students who have completed 10 or more credits in career technical courses (CTE) in the University of Hawaii-Community Colleges meet the Hawaii Post-Secondary definition of a Career Technical Concentrator. The University’s web address is www.hawaii.edu. CTE funds are administered by the Career and Technical Education Center at the University of Hawaii. Its web address is www.hawaii.edu.cte.

Target Group:

Career Technical Education students, with priority given to:

- Individuals with disabilities
- Economically disadvantaged
- Nontraditional (gender)
- Single parents
- Displaced homemakers
- Students with other educational barriers
- Students with Limited English proficiency

Major Services:

- Assessment
- Classroom training and tutoring
- Counseling and guidance
- Recruiting/Outreach
- Occupational skills
- Personal skills
- Support services
- Assistance for child care, books, tools, supplies

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is Carl Perkins, Titles I & II. Enrollment is duplicated in the total Community College figure.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$2,691,196	0	8,160	Not available

Education

for Students ...

University of Hawaii Four-Year Institutions: The University of Hawaii (“UH”) at Manoa offers undergraduate, graduate and professional degrees in 288 programs and a strong research program. UH-Hilo offers bachelors’ and masters’ degrees in 56 programs. West Oahu is a two-year upper division campus that offers bachelors’ degrees and undergraduate certificates in 8 programs. The University of Hawaii’s web address is www.hawaii.edu.

Target Group:

Undergraduate and graduate University students

Major Services:

Academic education at the two post-secondary four-year and one upper division institutions

Grant Period: July 1, 2003-June 30, 2004

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$238,534,000	\$270,331,000	24,671 Fall 2004	In 2004, the 6-year graduation rate of full-time students was 51%. 4,866 degrees and certificates were earned in 2004-2005.

Education

for Youth ...

Hawaii Job Corps at Waimanalo and Maui offer residential, educational and job training programs for 16-24 year old at-risk youth who must be drug-free to enter and remain in the program. The contractor who runs the Hawaii Job Corps is Pacific Educational Foundation, Inc. The local Job Corps web address is jobcorps.doleta.gov/centers/hi.cfm.

Target Group:

Low-income youth, age 16-24

Major Services:

- Education
- Job placement
- Residential
- Child care

Grant Period: Feb. 1, 2005-Jan. 31, 2006

The federal funding source is the Workforce Investment Act ("WIA"), Title I-C, distributed as a direct grant from the U.S. Department of Labor.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$10,618,000	0	362	In 2004, 200 job placements; over one-fifth each in office and administrative support occupations, installation/maintenance/repair, and food preparation/serving. Almost one-tenth each are in construction/extraction occupations, healthcare, and business/financial occupations. 5% are in building & grounds cleaning/maintenance; 3% in transportation occupations.

Education	Job Placement	Support Services
-----------	---------------	------------------

for Youth ...

Workforce Investment Act (“WIA”) Youth Programs: Four Workforce Investment Boards (one for each county) contract with youth service providers to assist 14-21 year old youth to obtain assessment, basic education, job training, counseling, and support services. The administering agency is the Workforce Development Division in the State Department of Labor and Industrial Relations. The department’s web address is www.Hawaii.gov.Labor .

Target Group:

Low-income youth, age 14-21

Major Services:

- Basic education
- Job training
- Counseling
- Support services
- Work experience

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is the Workforce Investment Act (“WIA”), Title I-B.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$3,945,717	0	1,095	80% of WIA youth who left the program became employed. 64% of WIA youth attained their skill goals.

Education	Job Training	Support Services
-----------	--------------	------------------

for Youth ...

Youth Services Center of the City and County of Honolulu operates the Workforce Investment Act (“WIA”) Youth Program described on page 11 for the Oahu Workforce Investment Board. It also operates **YouthBuild** and a **Youth Offender grant**. In the YouthBuild program, disconnected young adults work toward their high school diploma while learning job skills through building affordable homes for low income and homeless people and performing other community service projects. It is funded by the U.S. Department of Housing and Urban Development (“HUD”), whose web address is www.youthbuild.org. The Youth Offender grant is for a demonstration project that assists young offenders, gang members, and at-risk youth and prepares them for long-term employment. The administering agency is the Office of Special Projects in City Department of Community Services. The department’s web address is www.co.honolulu.hi.us/dcs/index.htm.

Target Group: Young adults, ages, 16-24

Major Services:

YouthBuild: <ul style="list-style-type: none"> • High school diploma program • Leadership development • Occupational skills and work experience in construction trades • Assessment • Case management • Follow up services 	Youth Offender grant: <ul style="list-style-type: none"> • High school diploma program • Leadership development • Vocational training • Substance abuse counseling • Anger management • Employment services • Community service
---	---

Grant Period: Youth Build: April 19, 2004-Oct. 19, 2006 (2.5 years)

Youth Offender: July 1, 2004-June 30, 2005

The federal funding sources are HUD for YouthBuild and USDOL for the Youth Offender grant.

Data:

Federal Funding	State Funding	# Participants	Outcomes
YouthBuild: \$700,000 Youth Offender: \$1,400,000	0	 60 200	115 job placements; 25% in office and administrative support; 17% in sales. Of the 29 YouthBuild completers, 2100% are high school graduates, 65% were placed in jobs, and 4% entered the military. Of the 128 completers in the Youth Offender grant program, 80% are high school graduates, 75% were placed in jobs, 6% entered the military, and 2% entered college.

Education	Job Training	Job Search	Support Services
-----------	--------------	------------	------------------

for Youth ...

ALU LIKE's Summer Youth Employment and Training Program assists 14-21 year old Native American youth to obtain assessment, basic education, and work experience. The administering agency is ALU LIKE, INC., which is a private, non-profit community-based organization designated to receive federal funds to conduct Workforce Investment Act ("WIA") Programs for youth and adults who are Native Hawaiians, American Indians, and Alaska Natives. Their web address is www.alulike.org/services/index.html.

Target Group:

Native Americans (Native Hawaiians, American Indians, Alaska Natives) youth, age 14-21

Major Services:

- Classroom training
- On-the-Job training
- Work experience

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is the Workforce Investment Act ("WIA"), Title I-D, distributed as a direct grant from the U.S. Department of Labor.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$2,153,706	0	1,590	86% of the youth gained two or more goals.

Education	Work Experience
------------------	------------------------

for Youth ...

Molokai Youth Opportunity Grant is a discretionary Workforce Investment Act (“WIA”) grant from the U.S. Department of Labor. Its purpose is to increase the long-term employability of youth who live in high poverty areas. The administering agency is the County of Maui. Named Hoikaika, the project’s web address is www.co.maui.hi.us/mayor/economic/hoikaika.htm

Target Group:

Molokai youth, age 14-21

Major Services:

- Basic education
- Job training
- Job placement
- Community service
- 100% subsidized employment

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is the Workforce Investment Act (“WIA”), Title I-D, distributed as a direct grant from the U.S. Department of Labor.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$1,593,720	0	993	72 job placements; 26 in sales occupations; 7 in education; 6 in transportation; 46 in other occupations

Job Training	Educa- tion	Job Placement	Support Services
--------------	----------------	------------------	------------------

for Youth ...

Bishop Museum provides internships covering environmental conservation, natural and cultural resources, computer technology, archival research, and leadership development. The project is called “Leaders in the Making: Training Young Hawaiians in Cultural & Natural Resource Management.”

Target Group:

Native Hawaiians and Asian-Pacific Islanders

Major Services:

- Internships in environmental conservation and natural and cultural resources
- Leadership development
- Computer technology training
- Archival research training

Grant Period: Jan. 1, 2004-Sept. 30, 2005

The federal funding source is an Earmark grant from the U.S. Department of Labor.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$400,000	0	69	71 internship placements; 62% in Education, Training, and Library occupations; 69% in the Education industry.

Job Training

for Youth ...

Hui Malama Learning Center's Youth Programs: Hui Malama Learning Center, a community-based organization, has federal Youthful Offender grants to provide to at-risk youth (1) community-based youth mentoring program; and (2) education and support services. Hui Malama also has an Adult Basic Education grant, administered by the DOE Community Education Section, for language and literacy services at Maui Community Correctional Center, Wailuku Public Library, and Kahalui Elementary School.

Target Group:

For mentoring, youth referrals from community, including high schools and Maui Police Department.	For education and support services, youth, age 13-19.
---	---

For Adult Basic Education, adults 16 and older, immigrant parents of Kahalui Elementary School students.

Major Services:

- Mentor training & matching
- Language and literacy services
- Case management and counseling
- Basic education
- Vocational training
- Health and fitness
-

Grant Period:

Mentoring:	July 1, 2002-June 30, 2005
Youth Service Center:	July 1, 2003-June 30, 2005
Adult Basic Education:	July 1, 2004-June 30, 2005

The federal funding sources are the Office of Juvenile Justice and Delinquency Prevention for the two Youth Offender grants and the U.S. Department of Education for the Adult Basic Education grant.

Data:

Federal Funding	State Funding	# Participants	Outcomes
Mentoring: \$215,734	0	75 (3 years)	Not reported
Youth Service Center \$350,000	0	600 (2 years)	Not reported
Adult Basic Education \$72,000	0	32 (.5 year)	Not reported

MENTORING	Support Services
------------------	-------------------------

YOUTH SERVICE CENTER	Education	Job Training	Support Services
-----------------------------	------------------	---------------------	-------------------------

ADULT BASIC EDUCATION	Education
------------------------------	------------------

for Ex-Offenders ...

Corrections Program: State funds, a federal Youthful Offender grant, and Federal career and technical education (“CTE”) funds support distance learning and community college classes for convicted felons. The educators work with the furlough and parole programs to transition exiting prisoners back into the community. CTE funds are administered by the Career and Technical Education Center at the University of Hawaii. Its web address is www.hawaii.edu.cte. The Corrections Program’s administering agency is the Corrections Program Services Office of the State Department of Public Safety.

Target Group:

Sentenced felons

Major Services:

With Carl Perkins funds:

- Community College non-credit courses in environmental science, automotive technology
- Preparation for Automotive Service Excellence test
- Kauai Community Correctional Center’s fish farm and garden program
- Computer literacy
- Pre-employment counseling and personal skills

With Youthful Offender grant funds:

- Leeward Community College credit courses through distance learning
- Mainland community college and Ohio University correspondence programs through distance learning

Grant Period: July 1, 2004-June 30, 2005

The federal funding sources are Carl Perkins for Career and Technical Education and the Office of Juvenile Justice and Delinquency Prevention for the Youthful Offender grant.

Data:

Federal Funding	State Funding	# Participants	Outcomes
Youthful Offender: \$73,172		122	70 job placements
Career & Tech. Educ: \$58,412	\$189,537	454	

Education	Job Training	Job Search
-----------	--------------	------------

for Farm Workers ...

National Farmworker Jobs Program provides job training and employment assistance to migrant and seasonal farm workers. The administering agency is Maui Economic Opportunity, Inc. ("MEO"). MEO's web address is www.meo-inc.org.

Target Group:

Low income seasonal farm workers

Major Services:

On-the-job training supplemented by classroom instruction and support services, such as clothing, safety shoes

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is the Workforce Investment Act ("WIA"), Title I-D, distributed as a direct grant from the U.S. Department of Labor.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$213,866	0	100	102 job placements; 27% in food preparation and serving; 19% in building and grounds cleaning and maintenance; 18% in personal care and service; 12% in agriculture and fishing; and 14% in other occupations.

Education	Support Services	Job Training
-----------	------------------	--------------

for Immigrants ...

Employment Core Services for Immigrants are state-funded and provided statewide. The federally-funded Employment Core Services for Refugees are provided in Honolulu. Community-based non-profit organizations provide outreach and employment services to the target populations. The administering agency is the Office of Community Services in the State Department of Labor and Industrial Relations. The department's web address is www.Hawaii.gov.Labor.

Target Group:

- Low-income immigrants and their families
- Newly arrived refugees with less than 5 years in the U.S., residing in Hawaii

Major Services:

- Outreach and intake
- Assessment and service planning
- Employment preparation
- Job search, placement and maintenance
- Family support
- Stabilization for refugees

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is the U.S. Department of Health & Human Services.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$100,000	\$559,846	595 immigrants and refugees	Job placements for 406 low-income immigrants and refugees.

Job Placement	Support Services	Job Training
---------------	------------------	--------------

for People with Disabilities ...

Vocational Rehabilitation enables eligible individuals with disabilities to achieve employment by providing them with vocational rehabilitation services. Their web address is www.hawaii.gov/dhs/vr.pdf. The administering agency is the State Department of Human Services, Vocational Rehabilitation and Services for the Blind Division.

Target Group:

Persons with significant physical or mental disabilities

Major Services:

- Referral
- Counseling and guidance
- Assessment to determine eligibility and priority of services
- Assessment for vocational rehabilitation needs
- Diagnosis and treatment of physical and mental impairments
- Rehabilitation technology
- On-the-job or other related personal attendant services
- Interpreter/reader, rehabilitation teaching, and orientation and mobility services
- Vocational and other training
- Job-related services
- Supported employment services
- Specific post-employment services
- Transition

Grant Period: July 1, 2004-June 30, 2005

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$10,745,562	\$3,819,614	7,470	55% job placement rate: 720 job placements for 90+ days; 32% in service occupations; 24% in sales and clerical occupations; 14% in professional/technical/manager occupations; 13% in construction; 3% in agriculture

Education	Job Training	Support Services
-----------	--------------	------------------

for Native Americans ...

Native American Employment & Training Programs assist Native American adults to obtain assessment, basic education, skills training, support services, and employment assistance. The administering agency is ALU LIKE, INC., which is a private, non-profit community-based organization designated to receive federal funds to conduct Workforce Investment Act (“WIA”) Programs for youth and adults who are Native Hawaiians, American Indians, and Alaska Natives. Their web address is www.alulike.org/services/index.html.

Target Group:

Native American (Native Hawaiians, American Indians, Alaska Natives) adults

Major Services:

- Classroom training
- On-the-job training
- Work experience
- Job placement

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is the Workforce Investment Act (“WIA”), Title I-D, distributed as a direct grant from the U.S. Department of Labor.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$1,680,225	0	1,552	74% entered employment rate. The average annual earnings gain was \$7,217.

Job Placement	Work Experience	Job Training
---------------	-----------------	--------------

Note:

For other Native American programs, see Native Hawaiian Career & Technical Education Program on page 5 and ALU LIKE’s Summer Youth Employment and Training Program on page 12.

for Low Income People ...

Senior Community Service Employment Program provides subsidized training and employment for a period of up to two years for people who are economically disadvantaged and age 55+. The administering agency is the Workforce Development Division of the State Department of Labor and Industrial Relations. The department's web address is www.Hawaii.gov.Labor.

Target Group:

Low income persons age 55 and older

Major Services:

Part-time employment in community service jobs

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is the Older Americans Act, Title V.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$1,876,500	\$9,000	213	47% unsubsidized job placement rate

Employment

for Low Income People ...

Workforce Investment Act (“WIA”) Adult Program: Four Workforce Investment Boards (one for each county) administer federally-funded One-Stop Job Centers that assist eligible adults to obtain assessment, basic education, skills training, support services, and employment assistance. The administering agency is the Workforce Development Division of the State Department of Labor and Industrial Relations. The department’s web address is www.Hawaii.gov.Labor.

Target Group:

Low income persons age 18 and older

Major Services:

- Basic education
- Job training
- Counseling and support services
- Job placement

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is the Workforce Investment Act (“WIA”), Title I-B.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$3,755,764	0	1,238	76% employment rate for those who left the program. 58% of the people who received training attained credentials.

Job Training	E d u c a t i o n	Job Placement	Support Services
--------------	---	---------------	------------------

for Low Income People ...

Employment Core Services for Low Income Persons are state-funded and provided statewide. Community-based non-profit organizations provide outreach and employment services to the target populations. The administering agency is the Office of Community Services in the State Department of Labor and Industrial Relations. The department's web address is www.Hawaii.gov.Labor.

Target Group:

Low income persons

Major Services:

- Outreach and intake
- Assessment and service planning
- Employment preparation
- Job acquisition and maintenance

Grant Period: July 1, 2004-June 30, 2005

Data:

Federal Funding	State Funding	# Participants	Outcomes
0	\$1,284,091	855	550 job placements

Job Placement	Support Services	Job Training
---------------	------------------	--------------

for Low Income People ...

Food Stamp Employment and Training provides training and employment services to qualified food stamp recipients. The administering agency is the Benefit, Employment, and Support Services Division of the State Department of Human Services. The department's web address is www.hawaii.gov/dhs.

Target Group:

Food stamp recipients

Major Services:

- Job placement
- Training
- Basic education

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is the U.S. Department of Agriculture.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$835,742	\$491,214	2,148	For the Food Stamp Employment and Training and the First-to-Work programs combined, there were 6,117 job placements; 35% in service occupations; 25% in sales and clerical occupations; 14% in professional, technical, or managerial occupations; and 26% in other occupations.

Job Training	Educational	Job Placement
--------------	-------------	---------------

for Low Income People ...

First-to-Work assists welfare clients into employment. It has a work-first philosophy and placed a life-time five-year limit on an individual's receipt of welfare benefits. It has expanded educational support to include the Bridge to Hope program, which allows individuals to earn a college degree while they work. The administering agency is the Benefit, Employment, and Support Services Division of the State Department of Human Services. The department's web address is www.hawaii.gov/dhs.

Target Group:

- Temporary Assistance to Needy Families ("TANF") recipients
- Temporary Assistance to Other Needy Families ("TAONF") recipients

Major Services:

- Job placement
- Training
- Basic education

Grant Period: July 1, 2004-June 30, 2005

The federal funding source is the U.S. Department of Health and Human Services.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$14,881,012	\$6,502,304	5,020	For the Food Stamp Employment and Training and the First-to-Work programs combined, there were 6,117 job placements; 35% in service occupations; 25% in sales and clerical occupations; 14% in professional, technical, or managerial occupations; and 26% in other occupations.

Job Training	Education	Job Placement
--------------	-----------	---------------

for Low Income People ...

Self-Sufficiency Programs: Federal Housing and Urban Development (“HUD”) funds provide training to federal public housing residents to move them toward self-sufficiency. The administering agency is the Housing and Community Development Corporation of Hawaii (“HCDCH”), housed in the State Department of Human Services. HCDCH’s web address is www.hcdch.hawaii.gov.

Target Group:

Federal public housing residents

For mentoring, youth referrals from community, including high schools and Maui Police Department.	For education and support services, youth, age 13-19
---	--

Major Services:

- | | |
|--|--|
| For Family Self-Sufficiency Program: | For Self-Sufficiency Program: |
| <ul style="list-style-type: none"> • Case management • Education • Employment referrals • Supportive service referrals | <ul style="list-style-type: none"> • Basic computer skills • Job training • C-Based classes |

<u>Grant Period:</u>	Family Self-Sufficiency:	May 14, 2004-April 30, 2007
	Self-Sufficiency:	June 14, 2004-May 31, 2006

The federal funding source is the U.S. Department of Housing and Urban Development.

Data:

Federal Funding	State Funding	# Participants	Outcomes
Family Self-Suff: \$921,599	0	157 (3 years)	Not reported
Self-Sufficiency: \$256,000	0	65 (2 years)	Not reported

Job Training	Support Services
---------------------	-------------------------

for Job Seekers and Employers ...

Workforce Investment Act (“WIA”) Dislocated Worker Program: Four Workforce Investment Boards (one for each county) administer federally-funded One-Stop Job Centers that assist dislocated workers to obtain assessment, basic education, skills training, support services, and employment assistance. **Trade Adjustment Assistance (“TAA”)** provides job training, out-of-state job search assistance, relocation assistance and travel allowance for training to displaced manufacturing workers where the layoff or plant closure is caused by foreign competition per federally approved petitions. The administering agency is the Workforce Development Division of the State Department of Labor and Industrial Relations. The department’s web address is www.Hawaii.gov.Labor.

Target Group:

Dislocated Workers have been or will be terminated or laid off from their jobs.
TAA: Workers laid off because of business loss resulting from foreign competition.

Major Services:

- Basic education
- Job training
- Counseling and support services
- Job placement

Grant Period:

Dislocated Workers: July 1, 2004-June 30, 2005

TAA: Oct. 1, 2004-Sept. 30, 2005

The federal funding source for Dislocated Workers is the Workforce Investment Act (“WIA”), Title I-B; for the Trade Adjustment Assistance is the U.S. Trade Act.

Data:

Federal Funding	State Funding	# Participants	Outcomes
Dislocated Workers: \$2,241,272	0	977	80% employment rate for those who left the program.
TAA: \$ 252,000		70	60% of the people who received training attained credentials.

DISLOCATED WORKERS		E d u c a t i o n	Job Placement	Support Services
Job Training				

TAA	Job Training	Job Placement
------------	---------------------	----------------------

for Job Seekers & Employers ...

Labor Exchange, through the Workforce Development Division (“WDD”), assists all job seekers and employers seeking employees. Job seekers who are veterans receive priority referrals to jobs and training assistance. Nine of the state’s 13 One-Stop Job Centers are housed at WDD offices. The administering agency is the WDD of the State Department of Labor and Industrial Relations. The department’s web address is www.Hawaii.gov.Labor.

Target Group:

Job seekers (including disabled veterans)
Employers

Major Services:

- Job orders
- Job matching
- Job placement
- Assessment
- Counseling
- Includes programs for veterans
- Employer relations

Grant Period: July 1, 2004-June 30, 2005

The federal funding source for Labor Exchange is Wagner-Peyser.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$2,917,251	0	36,404 job seekers 2,606 employers	62% entered employment rate. 83% of the people who entered employment were still employed six months later

Job Placement

for Job Seekers & Employers ...

Tax Credits: Work Opportunity/Welfare-to-Work are given to employers who hire individuals from eligible targeted groups, including Temporary Assistance for Needy Families (“TANF”) clients, food stamp recipients, certain vocational rehabilitation clients, veterans receiving food stamps, disadvantaged ex-felons, Supplemental Security Income recipients, and youth residing in enterprise communities or empowerment zones. The administering agency is the Workforce Development Division of the State Department of Labor and Industrial Relations. The department’s web address is www.Hawaii.gov.Labor.

Target Group:

Job seekers
Employers

Major Services:

- Employer relations
- Job development

Grant Period: July 1, 2004-June 30, 2005

The federal funding source for these tax credits is the Small Business Job Protection Act.

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$64,000	0	Employers received tax credits for 4,005 new hires	Employers received tax credits for 4,005 new hires from eligible targeted groups.

Job Placement

for Employees & Employers ...

Employment and Training Fund (“ETF”), financed by an employer tax, provides funding assistance to businesses statewide to upgrade their employees’ workplace skills, knowledge, and attitudes. The administering agency is the Workforce Development Division of the State Department of Labor and Industrial Relations. The department’s web address is www.Hawaii.gov.Labor .

Target Group:

- Incumbent workers

Major Services:

- Upgrade employees’ skills at businesses

Grant Period: July 1, 2004-June 30, 2005

Data:

Federal Funding	State Funding	# Participants	Outcomes
0	\$880,466	553 businesses with 2,033 employees; 7 unemployed	3,279 classes were delivered to 2,033 employees from 533 businesses.

Job Training

for Employees & Employers ...

Registered Apprenticeship Programs are those approved and recorded by the USDOL's Employment & Training Administration/Bureau of Apprenticeship and Training ("BAT") or by a recognized State Apprenticeship Agency. The expenditures shown on this page only pay for administering the State Apprenticeship Agency. Apprenticeships may be initiated by any employer, must meet the state standards, and are financially supported by the participating employers and/or unions and the employees who are working as apprentices. The state administering agency is the Workforce Development Division of the State Department of Labor and Industrial Relations. The department's web address is www.Hawaii.gov.Labor.

Target Group:

- Apprentices, age 16+

Major Services:

- On-the-job training supplemented by classroom instruction

Grant Period: July 1, 2004-June 30, 2005

Data:

Federal Funding	State Funding	# Participants	Outcomes
0	\$112,000	5,341	31% completion rate

Education	Job Training
-----------	--------------

for Employees & Employers ...

Hawaii Community Foundation received a U. S. Department of Labor grant to 1) assist Norwegian Cruise Lines to employ Hawaii-based workers at its start-up, and 2) assist the construction industry to ramp up the preparation of construction workers for the military housing projects that are planned for Hawaii.

Target Groups:

- Potential employees of Norwegian Cruise Lines
- Pre-apprentices, apprentices, and journey workers for the construction industry
- People bidding to become construction contractors

Major Services:

- Eliminate employment and retention barriers to working on the cruise lines; e.g., help pay for the certifications required to go to sea
- Support the training capability in construction of the Carpenters Union and Honolulu Community College
- Support Windward Community College's remedial classes to prepare people to pass the construction apprenticeship tests (planned)
- With the Chamber of Commerce, train people who are bidding to become construction contractors (planned)

Grant Period: July 1, 2004-June 30, 2006

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$500,000	0	1,684 for cruise line 500 for construction industry	Recruited 1,684 cruise line applicants; Placed and retained 701 cruise line employees; 475 of 500 carpenter applicants passed screening tests, and 279 referred to work

Support Services	Job Training
------------------	--------------

for Employees & Employers ...

Good Beginnings Alliance provided T.E.A.C.H.® scholarships to early care and education practitioners employed at child care facilities licensed by the State Department of Human Services (“DHS”) in furthering their education towards a degree in early childhood education. Good Beginnings also maintained the Hawaii Careers with Young Children Registry, which integrates DHS’ licensing requirements for staff qualifications with the database of education and employment history. Both programs include career development counseling. The state administering agency is the Benefit, Employment & Support Services Division of DHS. The department’s web address is www.hawaii.gov/dhs.

Target Group:

Early childhood practitioners

Major Services:

T.E.A.C.H. ®:

- Scholarships
- Career counseling

Registry:

- Database of education and employment history
- Career counseling

Grant Period: July 1, 2004-June 30, 2005

Data:

Federal Funding	State Funding	# Participants	Outcomes
T.E.A.C.H. ®: \$66,926	0	1,903	1,009 counseled; 861 on professional registry; 33 scholarships
Registry: \$100,000			

Career Development	Education
--------------------	-----------

for Employees & Employers ...

Rural Development Project provides occupational skill training for youth/incumbent workers, and **Rural Job Training Initiative** provides occupational skill training for students and incumbent workers; distance learning; and development of a four-year Applied Business and Information Technology (ABIT) B.S. degree at Maui Community College. The administering agency is Maui Community College.

Target Group:

Rural Development Project: <ul style="list-style-type: none"> • Statewide youth • Statewide incumbent workers 	Rural Job Training Initiative <ul style="list-style-type: none"> • Maui 4-year students • Statewide incumbent workers • Statewide unemployed or underemployed single parents
---	---

Major Services:

Rural Development Project: <ul style="list-style-type: none"> • At-risk youth training, education & GED preparation • Occupational skills • Incumbent worker training • Support services • Summer internships 	Rural Job Training Initiative <ul style="list-style-type: none"> • Associate & baccalaureate development and infrastructure support for UH-Maui • Distance learning • Occupational skills • Incumbent worker training • Student work study program • Support services
--	---

Grant Period: July 1, 2004-June 30, 2005

The federal funding sources are Earmark grants from the U.S. Department of Labor.

Data:

Federal Funding	State Funding	# Participants	Outcomes
Rural Development: \$2,980,721	0	RDP: 2,666	Not reported
Rural Jobs Training \$1,709,670		RJTI: 1,008	

Support Services	Education	Job Training
------------------	-----------	--------------

for the Public ...

Hawaii Career Information: Hawaii Career Resource Network

(“HCRN”) provides training and resources for teachers and counselors. It is in the last year of a grant to the Workforce Development Council. **Career Kokua** and **Hawaii Workforce Informer (“HIWI”)** provide the State’s Labor Market Information, as well as information for career planning. Their web addresses are www.careerkokua.org and www.hiwi.org. The administering agency is the Research & Statistics Office of the State Department of Labor and Industrial Relations. The department’s web address is www.Hawaii.gov.Labor.

Target Group:

- General public
- Job seekers
- Employers
- One-Stop Job Centers
- Educators, students, parents
- Workforce/economic planners
- Training providers
- Agencies

Major Services:

- Provides and analyzes all of the State’s Labor Market Information
- Performs occupational projections and studies
- Maintains the Eligible Training Providers List for Workforce Investment Act programs
- Provides career exploration tools and information on careers
- Maintains a directory of businesses available to schools for career exploration and work-based learning activities

Grant Period: July 1, 2004-June 30, 2005

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$296,162	\$300,876	33,500 HIWI users; 124,000 Career Kokua web users; Career Kokua served 235,000; HCRN served 240	89% Career Kokua users were assisted with career decision making

Career Development

for the Public ...

Women in Technology (“WIT”) conducts statewide activities to encourage women and girls into math and science fields. Begun in 1999, WIT received USDOL, USDOE and USDA grants. The administering agency is the Maui Economic Development Board. Its web address is www.medb.org/projects/wit.html.

Target Group:

- Middle through graduate school students
- Adults
- K-20 faculty and administrators
- Employers
- Unions

Major Services:

- Hosts training workshops
- Houses and promotes the Future Scientists and Engineers of America chapters
- Supplies computer equipment, child care, transportation
- Pairs mentors

Grant Period: July 1, 2003-June 30, 2006

Data:

Federal Funding	State Funding	# Participants	Outcomes
\$1,200,000	0	Over 5,000 individuals & 200 employers	Not applicable

Career Development	Education
--------------------	-----------

State of Hawaii Workforce Development Strategic Plan

- Vision:** A globally competitive and skilled workforce that promotes and nurtures a diverse and prosperous economy and preserves the special quality of life in Hawaii.
- Mission:** Develop a skilled workforce that meets the needs of business and industry, enhances workplace productivity, and increases opportunities for high wage employment and entrepreneurship.

SUMMARY

- Goal I:** Align the economic, education, and employment communities into a comprehensive and coordinated network.

Objective A: Coordinate resources effectively and efficiently.

Objective B: Provide comprehensive information to implementers of workforce development policies.

- Goal II:** Provide all people the opportunity to acquire and maintain skills, attitudes and behaviors necessary to be a part of the competitive workforce and to be self-sufficient.

Objective A: Improve basic skills and qualifications of all job seekers and workers.

Objective B: Increase participation of targeted underrepresented populations in education, training, employment, and career advancement.

Objective C: Increase qualified labor supply for targeted industries for a diversified statewide economy.

- Goal III:** Improve the incentives and commitment for businesses to increase innovation and productivity of their work places.

Objective A: Promote incentives for employers who develop competitive workforce skills and maximize innovations of workplace cultures.

Objective B: Recognize business' workforce models that achieve successful business outcomes.

State of Hawaii Workforce Development Strategic Plan

Goal I: Align the economic, education, and employment communities into a comprehensive and coordinated network.

Objective A: Coordinate resources effectively and efficiently.

Priority Actions:

1. Assure statewide delivery of Workforce Investment Act (WIA) services
 - Consider sustainability of each designated local area.
 - Simplify procedures to achieve more efficient use of resources and time.
2. Improve One-Stop Centers
 - Identify where resources should be redirected for greater effectiveness and return on investment
 - Monitor substantive Memoranda of Understanding (MOUs), responsiveness of One-Stops, and service coordination.
 - Provide sample RFPs that require/give more points for collaborative delivery of services.
 - Provide One-Stop guidelines to require collaborative delivery of services.
 - Reward local areas that strengthen interagency coordination in serving clients.
 - Convene state partners to negotiate state MOA to sustain One-Stops.
 - Provide best practices for One-Stop business services.
3. Review and comment on entities' plans for alignment with the Workforce Development Strategic Plan's goals, objectives, and priorities.
4. Address all issues that support workforce development and economic health; that is, adequate housing, responsiveness to new business opportunities, quality of schools, family literacy, parenting education, child care, engagement of populations that are marginally participating in the workforce, transportation, cost of health care, litigation costs, effect of substance abuse on learning and work performance, self-sustaining wages, financial literacy.

Indicators:

1. WIA performance measures that are met or exceeded.
2. Number of entities that signed substantive MOUs to more effectively deliver workforce development programs.
3. Number of identified services and funding streams that coordinate their activities.
4. Decreased number of identified service gaps in the workforce development system.
5. Reduced identified service duplications in the workforce development system.
6. Increased number of One-Stop employer customers.

State of Hawaii Workforce Development Strategic Plan

Goal I: Align the economic, education, and employment communities into a comprehensive and coordinated network.

Objective B: Provide comprehensive information to implementers of workforce development policies.

Priority Actions:

1. Establish comprehensive electronic links to information and analysis on labor demand, labor supply, occupational trends, technological advances, declining industries, demographic shifts, workplace configurations, regional (Asia-Pacific) and global economic opportunities, global and futuristic trends, state plans, city, state, and federal resources, employers' and businesses' workforce needs throughout the state.
2. Improve communication.

Indicators:

1. Increased percent of stakeholders who rate the information system as:
 - a. Easy to use
 - b. Capturing needed data
 - c. Disseminating needed data
 - d. Satisfactory to users
2. Number of participants' comments and requests that lead to system modifications, improvements, and adaptations.

State of Hawaii Workforce Development Strategic Plan

Goal II: Provide all people the opportunity to acquire and maintain the skills, attitudes and behaviors necessary to be a part of the competitive workforce and to be self-sufficient.

Objective A: Improve basic skills and qualifications of all job seekers and workers.

Priority Actions:

1. Guide and support people into education and training, and direct resources so they can have living wage jobs; prepare children to enter the jobs of the future.
 - Support a Workforce Readiness Certificate.
 - Support early childhood education.
 - Support internet-based, universally accessible, comprehensive resource system for lifelong career planning.
 - Deliver a balanced program of economic education that includes financial literacy and entrepreneurial readiness.
 - Embed career awareness, exploration and experiences in early childhood education, school curricula and One-Stop services. Endorse Education's six career pathways and employ them as appropriate in workforce development strategies.
 - Raise public awareness of the importance of education and continuous learning.
 - Welcome youth participation in decision-making.
 - Increase business internships, mentorships, and projects for youth.
 - Make it a school requirement for middle and high school students to prepare and use education and transition plans for life after high school.
 - Increase the amount of financial aid available to support low-income students' education and training beyond high school.
 - Provide effective remediation to support under-prepared students as they pursue more education and training.
 - Provide adequate student support and academic support services at the post-secondary levels to increase student persistence and rates of graduation.
2. Make training accessible for people, including incumbent workers.
 - Provide training in modules, open entry, open exit, on work-site.
 - Provide distance learning.
 - Leverage resources to make it possible for participants to complete the training. Address barriers: school, family, health, housing, transportation, work, domestic violence
3. Improve K-12 student performance.
4. Prevent K-12 school dropouts.

State of Hawaii Workforce Development Strategic Plan

Goal II: Provide all people the opportunity to acquire and maintain skills, attitudes and behaviors necessary to be a part of the competitive workforce and to be self-sufficient.

Objective A: Improve basic skills and qualifications of all job seekers and workers.

Priority Actions, cont'd:

5. Solve teacher shortages by honoring the credentials of people qualified in subject areas; e.g., hire professionals with degrees in a subject if they want to become full-time teachers; employers release employees to teach part-time.
6. Coordinate youth services and address multiple employment and learning barriers.
7. Welcome youth participation in decision-making.

Indicators:

1. Percent of high school students who receive Work Readiness Certificates.
2. Percent of adult education students and WIA participants who receive Work Readiness Certificates.
3. Percent of employers satisfied with their workers' basic skills and qualifications.
4. Percent of employers satisfied with job seekers' basic skills and qualifications.

Objective B: Increase participation of targeted underrepresented populations in education, training, employment, and career advancement.

Priority Actions:

1. Identify targeted populations for special attention and develop means and strategies for overcoming barriers and increasing their participation.
2. Increase accessibility to One-Stop Job Centers for special populations.

Indicators:

1. Percent, indexed by the unemployment rate, of each targeted population achieving employment and self-sufficiency.
2. Percent of each targeted population participating in education and training.

State of Hawaii Workforce Development Strategic Plan

Goal II: Provide all people the opportunity to acquire and maintain skills, attitudes and behaviors necessary to be a part of the competitive workforce and to be self-sufficient.

Objective C: Increase qualified labor supply for targeted industry clusters for a diversified statewide economy.

Priority Actions:

1. Define and agree on industry clusters to be targeted.
 - Governor/Mayors/WIBs/Business leadership adopt clusters as priorities
 - Use Industry “dashboard” and results of various employer assessments to recommend how resources can be invested to prepare and update the workforce for the state’s economic vision
2. Identify skills standards, educational levels, gaps for each industry cluster.
3. Focus timely education and training initiatives for the preparation of current workers and secondary and post-secondary graduates that match new economic opportunities in the state.
4. Maintain updated skills standards.
5. Develop and lead a public/private recruitment and rapid action team to respond to new companies locating in Hawaii and/or companies expanding their workforce.
6. Provide pathway from Community Colleges’ associate degrees in applied science and technology to 4-year bachelor’s degrees in applied science.

Indicators:

1. Ratio of qualified job seekers to the total number of job openings, by occupation, in targeted industry clusters.
2. Percent of new jobs in targeted industry clusters filled by local labor supply.

State of Hawaii Workforce Development Strategic Plan

Goal III. Improve the incentives and commitment for businesses to increase innovation and productivity of their work places.

Objective A: Promote incentives for employers who develop competitive workforce skills and maximize innovations of workplace cultures.

Priority Actions:

1. Inform private sector employers about the various sources of workforce assistance.
2. Facilitate access to workforce resources for employers and employees.

Indicators:

1. Percent of companies that encourage best practices; i.e., adopting appropriate skill standards, participating in workforce education and training and serving on advisory committees for education and training programs.
2. Percent of employers providing general and specific training (external and in-house).
3. Percent of companies' budgets spent on all forms of education and training.
4. Percent of companies' workforce, including frontline supervisors, participating in all forms of education and training.
5. Percent of employers (in surveys) reporting improvements in workers' performance.

Objective B: Recognize business' workforce models that achieve successful business outcomes.

Priority Actions:

1. Promote the criteria and process of the Malcolm Baldrige Awards and other similar recognition awards, to evoke business excellence.

Indicators:

1. Number of employer nominations for recognition and awards programs of outstanding employers.
2. Percent of employers engaged in employee recognition and award programs.
3. Percent of employers having two or more family-friendly policies/support services such as child care, employee assistance, flexible work hours, personal leave, transportation assistance and/or accommodations for continuing education, and training.